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ABSTRACT

The first 27 pages of this report summarize the efforts to develop a favorable climate toward career education in the schools of an eight-county area of Kentucky. The area is beset by occupatioanl, housing, educational, and geographical problems. Orientation meetings were held for superintendents and directors, career education coordinators, principals, career education teams, and the community. Workshops, in-service orientation, and follow-up visits were also employed. As a result of the small group meetings and the step-by-step presentation of career education concepts favorable attitudes were developed which were instrumental in the program's success. Each of the methods employed contributed to the program's effectiveness. It was concluded that: a regional approach to delivery of a career education program is workable, effective, and reaches a large number of people; career education is a workable program in an essentially rural and mountainous area; and school personnel willingly and eagerly accept change in the curriculum when approached in a sound, systematic, and nonthreatening manner. The nine appendixes, which constitute the document's remaining pages, include a sample unit, materials presented at orientation and workshop sessions, and evaluations of the program by four different groups. (AG)

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SUMMARY

Problem Area

The eight county area of Region XII in Kentucky is beset by a syndrome of difficulties such as a single-industry of mining, inadequate housing, low educational level of many adults, and a geography which tends to isolate the people. The per capita income of the region, approximately $1341, is far below the state average. The fact that over sixty percent (60%) of the people in the eight county area are receiving food stamps is a further indication of the socio-economic level. Finally, there is indication that the percentage of low income families is increasing as evidenced by the fact that in 1968 approximately forty percent (40%) of the school population was eligible for ESEA Title I, and in 1971 approximately sixty-six percent (66%) was eligible for ESEA Title I.

Indeed, the foregoing is not meant to denigrate the society of Region XII. People have reared and educated large families on meager incomes. Victims of circumstance, many of the older people hold high aspirations for their children and sacrifice to help them in any way they can. There is strong evidence that many who are on government relief would work if they had the opportunity. Finally, the majority of the adults see the school system as an avenue of vertical mobility for their children.

It is self-evident that the curriculum needs to be revised when one considers the problem of dropouts, lack of student self-discipline, and the unemployability of many students who graduate from high school. Nationally, nearly twenty-five percent (25%) of our youth who reach the age of eighteen are inadequately prepared for the world of work and the rate is even higher in Appalachia where only thirty-three percent (33%) of those who enter the first grade graduate from high school with employable skills.

Career Education means change from traditional concepts of education; change in the content taught; change in the role of the teacher; change in location of "classrooms"; change in the purposes of education. And change threatens. Therefore, the challenge of this first year was to develop a favorable climate within the schools toward Career Education by the conceptualization and development of an awareness program at all grade levels that would overcome traditionalism but at the same time not threaten those persons and elements of the curriculum that were effective.

Scope of the Study

This regional project includes eight counties in rural and mountainous eastern Kentucky: Wolfe, Breathitt, Lee, Owsley, Perry, Letcher, Knott, and Leslie. In addition to the eight county systems of education, also included are the independent city systems of Jenkins, Hazard, and Jackson as well as the Hazard Area Vocational and Technical School which has five (5) satellite schools in the region and the

Hazard Community College. There are over 31,000 students in the region, K-14, and over 1,300 teachers.

Goals

Early in the first project year it was determined by various groups in Region XII that a Career Education program should do the following:

1. Develop in students positive attitudes toward self, others, school, and work,

2. Create an awareness of career possibilities,

3. Prepare youth for a successful, satisfying, and meaningful career that is related to the needs of society,

4. Create more relevance in education by integrating the world of work into the curriculum, and

5. Capitalize on and integrate the student's experiences in family, school, and occupational community.

Objectives

The main purpose for the first year was to develop a favorable climate toward Career Education in the schools as selected teachers taught two awareness units of Career Education fused with their regular subject matter, grades 1-14. In order to achieve the above purpose, the following objectives were set:

1. To orient the various groups of school personnel to the possibilities, problems, and probable outcomes of a Career Education program.

2. To provide workshop training for selected teachers and administrators in the development of the fused Career Education units.

3. To provide in-service orientation to the Career Education program for all of the school personnel in Region XII.

4. To provide support for participants of the Workshop by assisting the Career Education Coordinators in each of the Local Educational Agencies and by personal visits to the participants of the Workshops.

5. To evaluate internally the impact of the first year program by sampling various subgroups within the school systems concerning the effectiveness of the first year's program.

M E T H O D S

Orientation meetings were held for the following groups of persons:

1. Superintendents and Directors,
2. Career Education Coordinators,
3. Principals,
4. Career Education teams which were composed of all administrators, guidance counselors, and fifteen percent (15%) of the classroom teachers in each Local Educational Agency, and
5. the Community.

A two-week Workshop was provided for the Career Education teams to help them develop two units of study for each teacher participant.

The regional Career Education staff assisted the Career Education Coordinator in each Local Educational Agency in providing in-service orientation to Career Education for the remainder of the school personnel who had not been previously oriented to Career Education.

Follow-up visits to the participants of the Workshops were made by the Regional Career Education Staff and the Career Education Coordinator.

Evaluation of the first year program was conducted in each Local Educational Agency by a member or members of the regional Career Educational Staff in conjunction with the Career Education Coordinator and the participants of the Career Education Team.

Results

The "results" is divided into two sections: quantity and quality. First, the quantity.

By February 1, 1974, the following was done:

1,205 units were taught by 755 different teachers. (See Appendix I for a sample unit). These units reached 20,689 different school children. An additional 347 teachers, over and above those who were in the Career Education Workshops, were involved by leadership of the Local Educational Agencies in teaching Career Education units. A total of 93,673 hours were expended by the Local Educational Agencies in behalf of Career Education. 1,287 resource persons were in the classrooms in Region XII and 388 field trips were made in behalf of Career

Education. There were 94 school advisory meetings dealing with Career Education, 27 floats in parades depicting the theme of Career Education, and there were 290 local newspaper articles and/or pictures concerning Career Education.

Following are two of many comments concerning the quality of the Career Education program in Region XII:

> Career Education Coordinator: "Career Education has caused more enthusiasm in my school system than any other program we have ever had."
>
> Elementary principal: "Career Education has caused more enthusiasm on the part of my teachers, students, and parents than I have ever seen. We raised $6,400 on a King and Queen contest compared to the previous high of $3,000. I attribute this in a large part to the effect of our Career Education program."

Highlights of the Findings

1. It was found that it was important and effective to orient each group of school personnel as entities in small group settings rather than in large heterogeneous groups. For example, it was found that orienting Superintendents as a group was effective rather than Superintendents and Principals and teachers all in one group.

2. It was found that there was a direct correlation between the attitude of the building principal and the effectiveness of the Career Education Program within a school. If the principal were strongly positive toward Career Education, normally there was a strong Career Education program in that school.

3. It was found that it was important to simplify the encompassing concept of Career Education and reduce it to simple steps so that teachers could have a success experience initially in the development of a Career Education program.

4. It was found that tangible goals were important in eliciting strong movement on the part of school personnel. For example, a goal of two units taught by each teacher participant by Christmas, 1973, was a tangible goal that produced effective results.

5. It was found that a two week summer workshop was an effective vehicle for training teachers to teach Career Education units.

6. It was found that obtaining written commitment from the participants in the summer workshops on Career Education was an effective technique in obtaining follow through during the ensuing school year.

7. It was found that systematic and thorough follow-up to the workshops in providing support and service for the participants was essential.

8. It was found that a culminating conference in Career Education was an effective motivating force in stimulating excellence in the teaching of Career Education.

Significance of the Findings

1. A regional concept to the delivery of a program such as Career Education is workable and effective and provides a means of reaching a great number of persons. The fact that during the first year this program in Career Education reached over 20,000 students is astonishing.

2. Career Education is a workable program in an area that is essentially rural and mountainous. To be sure, many of the "purist" concepts of Career Education must be modified in such an area but the heart and soul of Career Education can be retained.

3. School personnel are willing and eager to modify and change curricula when approached in a sound, systematic, and nonthreatening manner.

Recommendations

1. In order for exploration programs to operate effectively, modifications of the traditional high school scheduling system must be made. School personnel should be made aware of such.

2. Our program could have more effectively operated if funds were assured for the three year program rather than on an annual basis.

BACKGROUND

Problem Area

The eight county area of Region XII in Kentucky is beset by a syndrome of difficulties such as a single-industry of mining, inadequate housing, low educational level of many adults, and a geography which tends to isolate the people. The per capita income of the region,

approximately $1341, is far below the state average. The fact that over sixty percent (60%) of the people in the eight county area are receiving food stamps is a further indication of the socio-economic level. Finally, there is indication that the percentage of low income families is increasing as evidenced by the fact that in 1968 approximately forty percent (40%) of the school population was eligible for ESEA, Title I; while, in 1971, sixty-six percent (66%) was eligible for ESEA, Title I.

Indeed, the foregoing is not meant to denigrate the society of Region XII. People have reared and educated large families on meager incomes. Victims of circumstance, many of the older people hold high aspirations for their children and sacrifice to help them in any way they can. There is strong evidence that many who are on government relief would work if they had the opportunity. Finally, the majority of adults see the school system as an avenue of vertical mobility for their children.

It is self evident that the curriculum needs to be revised when one considers the problem of dropouts, lack of student self discipline and the unemployability of many students who graduate from high school. Nationally, nearly twenty-five percent (25%) of our youth who reach the age of eighteen are inadequately prepared for the world of work and the rate is even higher in Appalachia where only thirty-three percent (33%) of those who enter the first grade are able to graduate from high school with employable skills.

The Kentucky Valley Educational Cooperative (see below) decided to sponsor a program in Career Education that would attack the problems delineated above, particularly that of making the classroom more relevant to students by integrating the academic with the world of work. Essentially the first year of the program was aimed at the schools, although the community was involved to a lesser degree. (See below for further explanation).

Review of Literature

The Career Education movement of integrating career learning into subject matter gained impetus following a speech delivered by Commissioner of Education, Sidney P. Marland.[2] Prior to this date,

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[1]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City: Olympus Publishing Company, 1972), p. 7.

[2]Sidney P. Marland, Jr., "Career Education", (Houston, Texas: Presentation at the Convention of the National Association of Secondary Principals, 1971), p. 4.

there was fragmented but significant national interest in providing students with occupational information. The United State Office of Education became a full-fledged patron for the Career Education movement after Mr. Marland said that the Office of Education will "encourage, provide money and technical assistance but no approved solutions".[3]

Mr. Marland suggested that vocational education become an integral part of Career Education. In this same speech, he indicted the general education curricula. Goldhammer and Taylor went further to suggest a unified Career Education curriculum, which blends and balances the academic preparation with the vocational preparation program.[4]

Although Mr. Marland has suggested a national Career Education movement and many writers have suggested curriculums for the integration of Career Education into the various content areas, to date there is no universally accepted definition. The Bureau of Adult Vocational and Technical Education in the United States Office of Education developed four definitions that were field tested with various professional groups.[5] Each of the proposed definitions is commendable but did not describe the nebulous concept of Career Education. Kenneth B. Hoyt has recently stated that there are as many definitions of Career Education as there are definers of it.[6]

The Career Education staff in Region XII has defined Career Education as follows:

> Career Education is the preparation of the student for a successful, satisfying, and meaningful career that is related to the needs of society. It capitalizes on and integrates experiences within the family, the school, and occupational community that develops positive self-awareness. Incorporating the concept that there is dignity in all careers, it is a process that is developmental and sequential from "womb to tomb" that provides learning in awareness, exploration, and preparation for careers.

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[3]Sidney P. Marland, Jr., "Career Education--A New Frontier", (Pittsburg: A Presentation to the Third Annual Conference of the Pennsylvania Personnel and Guidance Association, 1971), p. 5.

[4]Keith Goldhammer and Robert E. Taylor, Career Education: Perspective and Promise. (Columbus: Charles E. Merrill Publishing Company, 1972), p. 37.

[5]"Four Proposed Definitions of Career Education: (Washington Bureau of Adult Vocational and Technical Education, U.S. Office of Education-1971), p. 3.

[6]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City: Olympus Publishing Company, 1972), p. 7.

Many of today's educational programs tend to be lock-step with specific content areas taught in isolation with little or no relevance to the "world of work". The National Bureau of Adult Vocational and Technical Education has stated that to make public education become relevant to today and tomorrow, the entire school program must be restructured . . . focused around the theme of career development.[7]

Career Education must be sequential and developmental. It must begin in Grade 1, or earlier, and continue through the adult years.[8] To accomplish this, Hoyt suggests a "three-pronged approach".[9] Each prong of the approach gives rise to components for a program:

a. Awareness (Grades 1-6)
b. Exploration (Grades 7-9)
c. Preparation (Grades 10-Adults)

Guidance activities should begin with Awareness and continue through Preparation.

Educational systems have heretofore made little concentrated use of the community and home as "out-of-the-school classrooms". The United States Department of Health, Education and Welfare suggests that there must be a "recognition and capitalization upon the interrelationships among the home, the family, the community, and the occupational society" by public education.[10]

Scope of the Project

In order to understand the scope of the project, one needs to understand the organization and purposes of the Kentucky Valley Educational Cooperative.

The Kentucky Valley Educational Cooperative originated as a voluntary consortium of local boards of education for the purpose of delivering those educational services and programs that can best be delivered on a regional basis. The Kentucky Valley Educational

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[7]"Career Education: A Model for Implementation", (Washington Bureau of Adult Vocational and Technical Education, U.S. Office of Education, May, 1972), p. 2.

[8]Ibid., p. 2.

[9]Kenneth B. Hoyt, et. al., Career Education--What It Is (Salt Lake City; Olympus Publishing Company, 1972), p. 69-70.

[10]Elliot L. Richardson, Secretary, Career Education--A Handbook for Implementation (Washington: U.S. Department of Health, Education and Welfare, Feb., 1972), p. 9.

Cooperative since September 1973 is Kentucky's Educational Development District Region XII. Its Executive Director is Mr. Elwood Cornett, who has headed it for approximately four years. It was a successful cooperative before the advent of Career Education, having created a favorable image with school personnel with its various other programs, most notably Driver Education.

The Kentucky Valley Educational Cooperative is governed by a Board of Directors who are the Superintendents from the eight county school systems of Breathitt, Lee, Owsley, Wolfe, Letcher, Perry, Knott, and Leslie; Superintendents from the three independent school districts of Jackson, Hazard, and Jenkins; and the Directors of the Hazard Area Vocational and Technical School and the Hazard Community College. In addition, the University of Kentucky, Morehead State University and Eastern Kentucky University have representatives on the Board as non-voting members.

Goals for Career Education Program

One of the first tasks during the first project year was to determine the goals of the Career Education Program in Region XII. The literature was reviewed; appropriate persons in the State Department of Education, Frankfort, Kentucky, were contacted for their input; Superintendents and Directors were asked for direction; nearby universities were contacted for advice, and experienced personnel of the Kentucky Valley Educational Cooperative rendered invaluable service in the formulation of goals. The actual coalescing of the goals was done by the Career Education Coordinators in each Local Educational Agency and the regional Career Education Staff. They are as follows:

1. develop in students positive attitudes toward self, others, school, and work;
2. create an awareness of career possibilities;
3. prepare youth for a successful, satisfying, and meaningful career that is related to the needs of society;
4. create more relevance in education by integrating the world of work into the curriculum; and
5. capitalize on and integrate the student's experiences of family, school, and occupational community.

Objectives

From these goals for the three year program the purpose and objectives for the first year flowed.

The main purpose for the first year in Career Education was to develop a favorable climate for Career Education in the schools as selected teachers taught two awareness units in Career Education fused with their regular subject matter, grades 1-14. In order to achieve the above purpose the following objectives were set:

1. to orient the various groups of school personnel to the possibilities, problems, and probable outcomes of a Career Education program,
2. to provide workshop training for selected teachers and administrators in the development of the fused Career Education units,
3. to provide in-service orientation to the Career Education program for all of the school personnel in Region XII,
4. to provide support for participants of the Workshop by assisting the Career Education Coordinators in each of the Local Educational Agencies and by personal visits to the participants of the Workshops, and
5. to evaluate the impact of the first year program by sampling various subgroups within the school systems concerning the effectiveness of the first year's program.

Design

The design of the Career Education Project called for a regional staff consisting of a general director; an awareness component director for grades 1-6; an exploration component director for grades 7-9; a preparation component director for grades 10-12; and a guidance component director who would work in all of the components.

Further, each Local Educational Agency was to provide a coordinator who would work with the regional Career Education Staff in conceptualizing, developing, and implementing a Career Education Program in each Local Educational Agency. Finally, the design called for all administrative personnel, guidance counselors, and fifteen percent (15%) of the classroom teachers in each Local Educational Agency to attend Workshops in the development of Career Education programs which they would implement in their schools. The fifteen percent (15%) of the classroom teachers were to be leaders or change agents of a particular school. The Career Education Team, which was made up of the above, was to affect positively other school personnel toward Career Education.

Difficulties and Limitations of the Program

One of the most obvious limitations in developing a Career Education Program in Region XII was the fact that it was rural and mountainous. Practically the only industry is coal mining. The above limitation caused us to direct the thrust of the first year's program toward the schools rather than toward the community. Plans call for much greater involvement of the community during the second year, however.

Another limitation growing out of the above difficulty is transportation. A field trip that would be easily arranged in metropolitan areas becomes a major undertaking in some of the counties in Region XII.

Finally, a traditional schedule, especially at the junior and senior high levels, makes some of the flexibility which Career Education entails, difficult.

Significance of the Project

The significance of the project can be best communicated by a series of questions which were asked at the inception of the program and to a lesser degree during the ensuing year:

1. Could a program in Career Education succeed in an area that was essentially rural and mountainous?
2. Would teachers and administrators accept a program that was innovative as Career Education?
3. Could Career Education overcome the unseemly image of other similar programs in the region?
4. Could the different viewpoints of different Local Educational Agencies be accommodated in the conceptualization and development and implementation of the Career Education program?

The reader is left to his own interpretation of whether these questions have been positively answered.

METHODS

Introduction

Essentially the first year of the project can be divided into five phases; ORIENTATION; PREPARATION; IN-SERVICE; IMPLEMENTATION; and EVALUATION. This section on "Methods" will deal with each of these five phases after some introductory remarks.

The issue of involving personnel in all areas in the development of the Career Education program is a crucial one. Obviously, in a regional project it is more difficult to involve all groups than it is in a single school system project. Thus, during the first project year the Career Education Coordinator in each Local Educational Agency was asked to represent his constituents in deliberation on issues that evolved and to a large extent the degree of success of a program in any Local Educational Agency was contingent on the effectiveness of the leadership of the Coordinator in representing and communicating to his people.

Now to a description of the phases.

Orientation Phase

This phase consisted of orientation of the following groups:

1. Superintendents and Directors.
2. Career Education Coordinators,
3. Principals,
4. Career Education Teams, and
5. the Community.

Following is a brief description of each of the orientation efforts.

The Superintendents and Directors were oriented by the regional Career Education Staff and the Executive Director of the Kentucky Valley Educational Cooperative individually in their offices. However, the Superintendents and Directors had been involved in securing the project so they were already familiar with the dimensions of the program. The main purpose of the visits to their offices was to get their input into the formulation of the Career Education program and to find out who they had chosen to be the Career Education Coordinators in their respective agencies. The visits to the Superintendents and Directors were most helpful.

Next, the Career Education Coordinators were oriented in a one day meeting in Hazard on March 21, 1973. The regional staff had done some planning on the basis of some information they had and encouraged the coordinators to react and modify these plans. A strong effort was made to elicit leadership among the coordinators in the steering of the Career Education program. See Appendix II for an agenda of this meeting.

It became clear in reviewing the literature and during visitations to other projects that the attitude of the building principal concerning Career Education was crucial to the degree of its success in a particular building. Therefore, a proposal was written to the Resource Development Unit, Division of Program Supporting Services, Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky, for funds to conduct a two-day orientation for principals as a group. The impact on their attitudes was to be measured and reported. A complete agenda, instruments used in the Workshop, and findings are found in Appendix III.

The next group to be oriented was the Career Education Teams in each of the Local Educational Agencies. The Career Education Team was composed of the Superintendents and Directors, all administrative personnel, guidance counselors, and fifteen percent (15%) of the classroom teachers in each Local Educational Agency. The main purpose of these orientation meetings was to orient the Career Education Teams to the preparation phase which was coming up during the summer of 1973. The preparation phase consisted primarily of Workshops for the Career Education Teams to develop their units of fused Career Education. Normally, these orientation meetings were about two hours in length.

Finally, the community was oriented on a regional basis in two meetings, one for the upper part of the region consisting of the counties of Perry, Leslie, Letcher, and Knott in June, 1973, and one for the lower part of the region consisting of the counties of Lee, Owsley, Wolfe, and Breathitt in July, 1973. The main purpose of the meetings was to familiarize community leaders with the new program of Career Education and to ask them to participate as called on for assistance in developing the program.

Preparation Phase

The preparation phase consisted primarily of workshop training for the Career Education Teams, as indicated above. Altogether there were five (5) workshops in curriculum development. They were as follows:

1. One week, April 30--May 4 in Whitesburg
2. One week, June 4--June 8 in Hazard
3. One week, June 18--June 22 in Jackson
4. Two weeks, June 25--July 6 in Hazard
5. Two weeks, July 23--August 3 in Jackson

The main goal of these workshops was to affect teachers positively toward Career Education so that they would have the confidence to teach two units of fused Career Education in their respective classrooms during the fall term of the school year 1973-14.

A complete breakdown of the summer workshops can be found in Appendix IV.

Finally, a synopsis of the Workshop can be found in Appendix V. This synopsis, "Some Considerations in Planning and Conducting Initial Regional Career Education Workshops", will probably be published shortly in the periodical, tempo.

In-Service Phase

After the summer Workshops on Career Education the next phase was in-service for all of the school personnel in each of the Local Educational Agencies. This was done primarily through the fall in-service days which most of the Local Educational Agencies have at the beginning of the fall term.

The regional staff was called on to make various contributions to these fall in-service days; the primary objective in all cases was to orient all teachers and other school personnel on what had been and what was being attempted in Career Education.

Although the design of the regional Career Education program indicated that the regional Career Education staff would work only with the Career Education Teams, it did not preclude the multiplier effect of involving additional teachers in Career Education. However, the regional Career Education staff waited on the direction of the Local Career Education Coordinator. Varying degrees of success were achieved in involving additional teachers in the Career Education program.

Implementation Phase

The regional Career Education staff had pledged to each participant during the summer Workshops on Career Education two visits before Christmas, 1973, to lend assistance and support in the implementation of the teaching of the Career Education units. This pledge proved to be a major undertaking and one that was not completely accomplished although for the most part participants were visited at least once and in many cases twice.

The nature of these follow-up visits ranged from very informal kinds of visits where a single member of the regional Career Education staff would simply make a courtesy call or drop by the teachers' lounge to inquire about the progress of the teaching of the units. On the other extreme, all members of the regional Career Education staff, the Career Education Coordinators, and visitors from the State Department of Education, Frankfort, Kentucky, would visit a school and the teachers in the classrooms, not only those who were teaching fused Career Education units but those who had not been involved in the Workshops as well.

Evaluation Phase

The evaluation phase consisted primarily of meetings in each Local Educational Agency with the Career Education Teams. An instrument was administered (see Appendix VI for a copy of the instrument and the results) and the group was encouraged to respond orally to the Career Education program of the past year.

In addition, a sampling was made of students who had participated in Career Education during the past year as well as a sampling from the community. (See Appendix VII for student reactions). (See Appendix VIII for community reactions).

Finally, the culminating event of Career Education for the first project year was a conference on Career Education on January 29, 1974, held at the Hazard Community College. All Local Educational Agencies presented a display of their efforts during the past year and three Local Educational Agencies were selected by their colleagues to present demonstration units involving teachers and students. In addition, Career Education personnel from other projects in the state as well as representatives from the State Department of Education, Frankfort, Kentucky, attended. All Superintendents and/or Directors or their representatives spoke to the conference on the impact and the highlights of Career Education in their respective school districts during the past year. Essentially, this conference was an evaluation conference. (See Appendix IX for complete information on the conference.)

F I N D I N G S A N D A N A L Y S I S

Introduction

This section of the final report will follow the five phases delineated above: orientation, preparation, in-service, implementation, and evaluation. Some phases will have more documentation than others because of the nature of the work in particular phases. For example, the Workshop phase will have considerably more documentation than the implementation phase. Finally, the evaluation phase will have considerable "new" information because it has fallen in the final quarter of the project year.

It should be pointed out, too, that many of the findings are administrative in nature because this project was a demonstration project

and not a research project. Therefore, many of the conclusions which are drawn are borne not from objective data on research instruments but rather from the experience which we have had from day-to-day implementation combat.

Orientation Findings

This section is divided into two parts: subjective findings and objective findings; the latter deals primarily with the Principal's Orientation Workshop. First, the subjective findings:

1. It is beneficial to a project to orient various groups of persons as entities rather than as a large, heterogeneous group. For example, it is advantageous to orient Superintendents as a group, principals as a group, high school teachers as a group, community as a group, etc. The groups speak more freely when separate and a presentation can be geared to their particular concerns.

2. The selection and orientation of the Local Career Education Coordinator is of vital importance to implementation of a regional Career Education program. Much of the success or failure of a program in a particular Local Educational Agency is dependent on the leadership qualities of the local Career Education Coordinator. Normally, the personality characteristics most needed are dynamism, aggressiveness, and tact; admittedly a difficult combination.

The next nine findings relate directly to our efforts to orient Principals in a two-day orientation Workshop on April 16-17, 1973.

3. Comfortable facilities, such as we had at Natural Bridge State Park, aids in "selling" new programs such as Career Education. Moreover, getting the Principal away from his office allows him to give more of his attention to the issues of the program; trying to explain a program in a principal's office is difficult because of the many demands made on his time.

4. A late afternoon, evening, and morning meeting is an effective time design for principals in that they, in effect, will be away from school only one day.

5. Having Principals as an entity rather than including Superintendents and guidance counselors is a desirable way of orienting them. It adds prestige to the group and frees them to express themselves without some constraints which might occur should other persons from their school system be present.

6. Speakers need to be followed by a period of questions and answers in order to allow for interaction.

7. Avoid "information overloading" in large group assemblies. If there are large group assemblies, ten to fifteen minute breaks should be allowed after every thirty to forty-five minutes.

8. Clear identification of the purpose of the conference aids in its implementation.

9. Small groups appear to make the most impact, small groups where interaction can occur and every participant be afforded an opportunity to express his viewpoint.

10. Principals are a vital link in implementing an effective Career Education Program. Even though the Superintendent may have endorsed the program, its effective implementation is pretty much dependent on the positive attitude of the principal.

11. Time should be set aside at the beginning and ending of the conference to administer evaluation instruments.

Next, orientation of the Career Education Team:

12. The Career Education Teams can best be oriented in small groups where questions and answers can be generated in a favorable climate.

Next, orientation of the community:

13. Orientation of the community from the regional level was probably not worth the effort in Region XII; the main reason being that the business and industry of the region is localized ans support and long lasting involvement can be better generated at the local level.

14. It is a mistake to call a group of community persons together for an orientation meeting without identifying specific tasks and responsibilities with which they can help.

Finally, the objective findings from the Principal's Orientation Workshop on April 16 and 17. A complete statement of objectives, development of research instruments, procedures for administration of research instruments, problems in analysis of research results, and procedures in analysis of research results can be found in the report on Principal's Orientation Research Project in Appendix III.

Following is a summary of that report:

The main purpose of the Principal's Orientation Workshop was to ascertain what positive effects could be had on Principal's knowledge, support, and attitude toward Career Education when conducted in a pleasant environment and when the treatment was directed toward them as a homogenous group. The design called for a pre, a post, and a delayed post-test.

In the composite knowledge the pre test mean was 4.55; the post-test mean was 4.63; and the delayed post test mean was 4.63. The implication from the composite knowledge means is that there was a slight increase in the knowledge of the principals as a result of the Workshop and that this increase has been maintained during the interval from the end of the Workshop to the delayed post test.

The pre test mean on the composite support was 4.64; the post test mean was 4.88; and the delayed post test was 4.83. The pattern of movement on these means indicates that there was more change in support of the principals than in attitude or knowledge. Moreover, most of this support was retained on the delayed post test, dropping only from 4.88 to 4.83.

Finally, there was a strong movement in the composite attitude from a pre test mean of 4.43 to a post test mean of 4.64 but a relatively strong attrition in the positive attitude from 4.64 to 4.54 on the delayed post test. However, it should be noted that in general terms that knowledge, support, and attitude are difficult to separate and that probably they should be considered as an entity rather than separately. For example, the knowledge that a person has of a subject most assuredly will affect his attitude. Similarly, a person's attitude will affect his support of a program.

What can be said, then, strictly speaking, from a research viewpoint concerning the effects of the Principal's Orientation Workshop. The Workshop did affect the principals to some degree--our instrument was not sensitive enough to measure adequately the degree--and usually this effect was in a positive direction as perceived by the Regional Career Education Staff. However, there was some attrition in the gain from the time the post test was administered to the time the delayed post test was administered. This is not contrary to what we know concerning the psychology of learning in general, however.

Preparation Phase Findings

As indicated above, the preparation phase consisted primarily of Workshop training for the Career Education Team. A complete breakdown of the Workshop can be seen in Appendix IV entitled "Region XII's Summer Workshops". Moreover, a synopsis of the Workshops can be found in Appendix V entitled "Some Considerations in Planning and Conducting Regional In-service Career Education Workshops". Following

are the findings of the Workshops based in part on instruments which the participants used to evaluate the Workshop and based in part on the subjective experiences which we had:

1. Avoid the overuse of large group assemblies. However, a discreet use of the same lends unity, cohesion, and is particularly effective in generating the tone and posture for the entire workshop.

2. Use considerable care in choice and monitoring of consultants. An ineffective consultant can torpedo a well-conceived workshop. Even after they are selected and even after they are in the workshop they must be closely monitored so that they will do what is intended. Generally one needs to be quite specific concerning what is intended.

3. The use of consultants from various projects compounds the difficulty of effective monitoring and management. However, variegated Career Education experiences adds to the richness and breadth of ideas for participants.

4. Consultants should be explicitly told in writing what to expect and is allowable concerning their fees, room accommodations, and expenses.

5. Breaking a complex issue, such as Career Education, into segments and having modules of learning has proven to be successful in our case. Care should be taken, however, to synthesize these modules into a meaningful whole.

6. Providing participants an opportunity to make choices concerning the "packaging" of their workshop and being sensitive to feedback creates a favorable attitude among participants.

7. It is faulty to assume that a group of participants will have a uniform outlook toward education and a uniform set of needs. For example, elementary teachers do not perceive Career Education the same or even similarly as do secondary teachers. Also, principals have a distinctive construct of outlook as do guidance counselors and librarians. Providing time when these special groups can meet to discuss common concerns and needs contributes to the success of the workshop.

8. Participants need to be challenged and positively reinforced that what is being attempted can be accomplished.

9. Leadership of the subgroups must be identified, developed, and recognized.

10. What is expected of participants should be identified and communicated--preferably in performance objectives--but care should be taken to insure flexibility so a participant may develop an alternate course of action.

11. It is very important that the Workshop identify a long range purpose and develop a tie-in between its activities and this long range purpose. In our case we insisted that each participant put in writing and give us a copy of what they would be doing in Career Education through December 31, 1973. The fact that it is in writing indicates a commitment that we would have not had without being insistent.

12. A subgroup, or subgroups, within the workshop will be the pacesetter and by discreet references to the pacesetters, other subgroups will tend to increase the quantity and quality of performance.

13. The community can best be involved, not by asking them to attend an open house, but by identifying specific functions for them. For example, one may never be able to get the manager of an A&P store to visit an open house but this same person may welcome and relish an opportunity to be interviewed as a resource person.

14. Arranging for consortium graduate credit creates management problems but adds to the impact of the Workshop.

15. Two weeks seems to be an appropriate length of time to have an effective Workshop which involves major attitudinal change on the part of participants.

In-service Findings

The findings which follow pertain not only to the system-wide in-service days which for the most part began the fall school term but also periodic in-service work for smaller, more homogenous groups of school personnel which some systems use to supplement their system-wide meetings:

1. It was found that there was a positive correlation between the input of the regional Career Education staff into the planning and conduct of the in-service and its Career Education effectiveness, as perceived by the regional Career Education staff. However, some Local Educational Agencies use committees which work on the system-wide in-service days several months in advance and this prevented the regional Career Education staff from having input into some planning which we would have normally had.

2. Presentations to large system-wide groups normally are not as effective as presentations to smaller groups of more homogeneous participants. There was enough complexity to our Career Education program that it could not be handled adequately in ten to fifteen minutes in a large group setting.

3. There was some hostility on the part of some school personnel who were not involved in the Workshop training of Career Education during the summer.

4. Hot, humid weather and poor physical settings for in-service meetings had an adverse effect on the effectiveness of communication concerning Career Education.

5. High administration in the Local Educational Agencies did not all speak with clarity concerning what their offices desired from teachers concerning Career Education. This is not meant to be critical; there are quite likely a number of legitimate reasons why high administration, in a few instances, chose not to speak with specificity concerning expectations for teachers.

Implementation Findings

As indicated above, the implementation phase consisted primarily of teacher participants in the Workshop teaching two units of Career Education before Christmas, 1973, and the two visits per participant by the regional Career Education Staff. Following are the findings:

1. It was difficult to keep the pledge of visiting each teacher participant twice before Christmas, 1973.

2. However, the promise made by the regional Career Education Staff to visit the participants was effective in getting teachers to overcome inertia and to begin the actual teaching of a unit.

3. Visits made by individuals on the regional staff have proven to be more effective and less threatening than visits by the entire regional staff.

4. Career Education was much more enthusiastically and effectively implemented in grades one through six (1-6) than in grades seven (7) and above.

5. It was found that integration of subject matter with Career Education was more difficult the higher the grade level. A corollary of this problem was that teachers seem to be more textbook oriented the higher the grade level.

6. Traditional schedules in grades seven through twelve (7-12) created some difficulty in handling field trips and other activities which require flexible scheduling.

Evaluation Findings

Please recall that the purpose of the first year in Career Education was to develop a favorable climate in the schools toward Career Education as selected teachers taught two fused units of Career Education during the fall term. This section will deal with the findings as follows: Quantification of Career Education in the Schools; a Compilation of Testimonials Concerning Career Education; Highlights of Evaluations by the Career Education Team; Highlights of Evaluations by Students; Highlights of Evaluations by Parents; and Findings Concerning the Culminating Conference on Career Education on January 29, 1974.

First, Findings Concerning the Quantity of Career Education. The Career Education Coordinators were asked to count the events in their schools which pertained to Career Education which had occurred during the first year of the Career Education Program. Following is a compilation of their counting:

1. 1,205 units were taught by 755 different teachers.
2. These units reached 20,689 different school children.
3. An additional 347 teachers, over and above those who were in the Career Education Workshops, were involved by the leadership of local Educational Agencies in teaching Career Education units.
4. A total of 93,673 hours were expended by the Local Educational Agencies in behalf of Career Education.
5. 1,287 resource persons were in the classrooms in Region XII and 388 field trips were made in behalf of Career Education.
6. There were 94 school advisory meetings dealing with Career Education.
7. There were 27 floats in parades depicting the theme of Career Education.
8. There were 290 local newspaper articles and pictures concerning Career Education.

The following comments were heard by the Regional Career Education Staff throughout the first year:

1. High School Student: "I am somebody. I am a person of worth. I can take my place in a job market when I graduate from high school."

2. A group of fourth grade students: Eighty to ninety percent vigorously responded that they could spell "barber", "shampoo", and other words related to a field trip which they had had in Career Education. Internalization of the learning was evident.

3. High school teacher: "I had to run my resource person off because my students continued to ask questions concerning his career."

4. High school teacher: "My slower students responded just as well if not better than my brighter students to the resource person."

5. Career Education Coordinator: "I have had excellent cooperation with resource persons in the community. Very seldom am I refused."

6. Superintendent: "Other agencies should do what the schools are doing; namely, inviting resource persons in to share with them their efforts."

7. Fourth grade teacher: "I haven't had a discipline problem all year."

8. Fourth grade teacher: "My attendance has been up since I have been doing Career Education."

9. Superintendent: "We simply have too many kids drop out of school. Career Education may be the answer."

10. Second grade teacher: "I have already taught two units of Career Education and am beginning a third. Let me know if you ever want me to speak in behalf of Career Education. It really works."

11. Career Education Coordinator: "Career Education has caused more enthusiasm in my school system than any other program that we have ever had."

12. Elementary Principal: "Career Education has caused more enthusiasm on the part of my teachers, students, and parents than I have ever seen. We raised $6,400.00 on a King and Queen contest compared to the previous high of $3,000.00."

Next, the Highlights of the Career Education Teams' Evaluations. Since this is new information which is being communicated in report form for the first time a complete description of the process, instrument used, and the findings are to be found in Appendix VI. Following are a

few of the highlights:

1. Principals in the region rated the program highest on the following:

   a. "Item p" which said "Career Education's influence on need for additional planning time has been--." (6.5 on a 7.0 point scale).

   b. "Item q" which said "Career Education's influence on need for curriculum change--." (6.5 on a 7.0 point scale).

2. Principals rated the program lowest on the following:

   a. "Item c" which said "The teachers in my building have implemented Career Education units into their setting that I feel can be rated as--." (4.8 on a 7.0 point scale).

   b. "Item l" which said "Career Education's influence on change in instructional style has been--." (4.7 on a 7.0 point scale).

3. In the comment section of the evaluation instruments principals said most often:

   a. "We need to involve more teachers."

   b. "We need more materials on Career Education."

The teachers' instruments for the evaluation varied slightly from the principals' instruments. Following are a few of the highlights:

1. Teachers rated the program highest on:

   a. "Item a" which said "The two-week workshop provided me with a background in Carcer Education philosophy and concepts which is best expressed as--". (5.5 on a 7.0 point scale).

   b. "Item b" which said "The two-week workshop provided me with a background in unit development that is best expressed as--". (5.1 on a 7.0 point scale)

   c. "Item c" which said "I have been able to fuse career education concepts and skills with subject area concepts and skills that is best expressed as--". (5.1 on a 7.0 point scale).

2. Teachers rated the program lowest on the following:

   a. "Item l" which said "My fellow workers" attitude toward Career Education, who were not in the Workshop, could best be expressed as--". (4.2 on a 7.0 point scale).

b. "Item e" which said "I have been able to acquire needed instructional materials to use in my units at a level expressed as--". (4.3 on a 7.0 point scale).

3. The two most often made comments by teachers were as follows:

a. "We need to involve more teachers."

b. "We need more materials."

Next, Highlights of the Evaluations by Students. Since this is new information which is being communicated in report form for the first time a complete description of the process, instrument used, and findings can be found in Appendix VII. Following are some of the highlights:

1. High School students reacted most favorably to:

a. "Item 5" which said "In some of your classes have you discussed or read about the importance of how to get along with other persons in the job world?" (88%, Yes)

b. "Item 7" which said "Has the Career Education program caused you to think about what you want to do when you get out of school?" (87%, Yes)

2. High School students reacted most unfavorably to:

a. "Item 6" which said "Have you or members of your class gone out into the community to observe people at work or discuss jobs or careers?" (35%, Yes)

b. "Item 9" which said "Has Career Education prompted you to move on your own initiative to seek information about a job or career?" (69%, Yes)

3. On a 5.0 scale items High School students rated the following extremes:

a. The highest was "Item 16" which said "People must learn to get along with each other and work well together in order to be good workers on the job." (4.8)

b. The lowest item was "Item 15" which said "Changing jobs often is OK if it gets you more money." (3.0)

Elementary school children responded to their instruments as follows:

1. They rated highest the following items:

a. "Item 6" which said "I want to be prepared to get a good job." (99%, Yes)

b. "Item 1" which said "I like studying about the world of work." (98%, Yes)

2. They rated lowest the following items:

a. "Item 5" which said "We have talked to people working in our school about their jobs." (44%, Yes)

b. "Item 14" which said "Have you visited with someone or places outside of school and learned about jobs?" (61%, Yes)

Next, Highlights of the Parents Evaluation. Since this is new information which is being communicated in report form for the first time a complete description of the process, instrument used, and the findings can be found in the Appendix VIII. Following are some of the Highlights:

1. Parents responded most favorably to the following:

a. "Item 2" which said "Do you think students need to be exposed to different types of jobs, as part of their regular school program?" (97, Yes)

b. "Item 7" which said "Do you think schools should teach students how to find other jobs, fill out job application, or conduct themselves in a job interview?" (94%, Yes)

2. Parents responded most negatively to the following items:

a. "Item 5" which said "In the past, do you think schools have paid too much attention to students going on to college?" (69%, Yes)

b. "Item 4" which said "Do you know of any teachers that have taken students out of school to talk to someone about jobs?" (67%, Yes)

Finally, findings concerning the culminating conference on Career Education on January 29, 1974. Since this is new information which is being communicated in report form for the first time a complete description of the process, agendas, demonstration resumes, and an evaluation instrument can be found in Appendix IX. Following are few of the Highlights:

1. Although some of the comments were a bit repetitious, having Superintendents and Directors of local educational agencies speak publicly in behalf of Career Education added tremendously to the impact of the program.

2. Demonstrations by teachers and students of Career Education units were effective in adding interest, insight, and involvement in the Career Education program.

3. Having each local Educational Agency exhibit their Career Education wares of the past year allowed for representation of all local educational agencies and provided richness in resources for all participants.

4. The presence of a number of guests from the State Department of Education, Frankfort, Kentucky, caused the participants from Region XII to put their best foot forward and added to the impact and stature of the Conference.

5. The concept of sharing regionally has been boosted tremendously by the impact of the Conference as evidenced by local educational agencies in calling on other local educational agencies within the Region for assistance in planning their in-service programs and stimulating teachers at various grade levels and in various subject matter areas.

6. Participants rated the Conference highly on the objective instrument administered at the close of the Conference. On a 5.0 scale, participants' range of responses was from 4.3 to 4.6. The median response was 4.43.

7. However, participants indicated in "Suggestions for Improvement" the following two items:

   a. "More time for demonstrations".

   b. "Too many speakers".

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. A regional concept to the delivery of programs such as Career Education is workable and effective and provides a means of reaching a great number of persons. The fact that during the first year this program in Career Education reached over 20,000 students is astonishing.

2. Career Education is a workable program in an area that is essentially rural and mountainous. To be sure, many of the "ideal" concepts of Career Education must be modified in such an area but the heart and soul of Career Education can be retained.

3. Contrary to popular opinion, school personnel are willing and eager to modify or change curricula when approached in a sound, systematic, and non-threatening manner.

4. The purpose of the first year was to develop a favorable climate within the schools toward Career Education by the conceptualization and development of an awareness program at all grade levels that would overcome traditionalization, but at the same time not threaten those persons and elements of the curriculum that were effective. This purpose has been achieved.

5. However, the program has not made major inroads into the more complex activities of exploration and preparation. The activities of these two components will require more commitments and developmental energies than was true during the first year of the program.

6. Neither have we involved the community, particularly business and industry, to the extent that is needed to have a fully developed Career Education Program. Obviously, as we move into the second year of the program which features exploration activities, the business community will have to be more greatly involved.

Recommendations

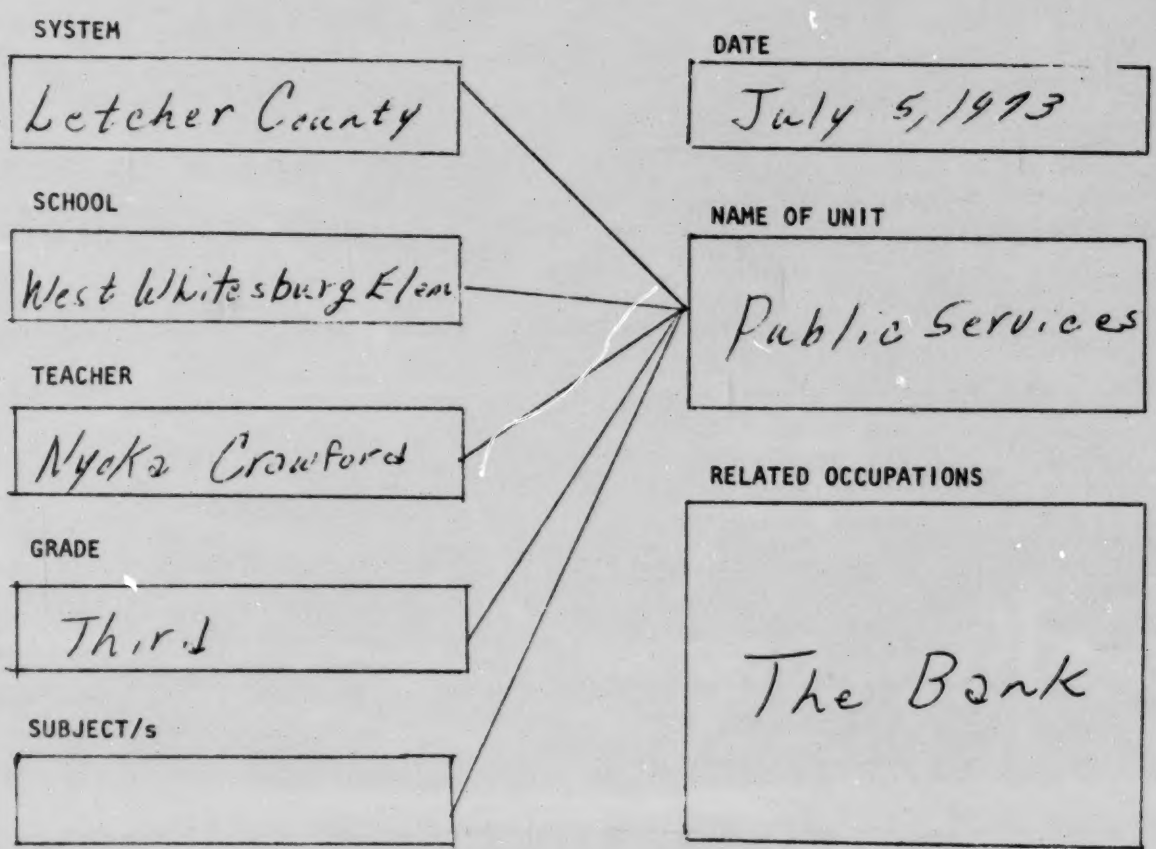
1. In order for exploration programs to operate effectively, modifications of the traditional high school scheduling systems must be made. School personnel will have to be made aware of such.

2. The concept of using fifteen percent (15%) of the classroom teachers as change agents in the school system needs examination. In some local educational agencies, it has worked well; in others, however, there has been some resentment towards the fifteen percent (15%) who received the workshop training.

3. The program could operate more effectively if funds were assured for the three year program rather than on an annual basis. The nature of our funding contributes to a turnover of staff personnel.

APPENDIX I

SAMPLE UNIT


SYSTEM
Letcher County
SCHOOL
West Whitesburg Elem
TEACHER
Nyoka Crawford
GRADE
Third
SUBJECT/s
DATE
July 5, 1973
NAME OF UNIT
Public Services
RELATED OCCUPATIONS
The Bank

I. OBJECTIVES

1. To acquaint the child with the processes of banking.
2. To show how the bank may be integrated with school and family needs.
3. To give the child the opportunity to examine bundles of real money.
4. To understand the production and distribution of money throughout the world.

II. RESOURCES

Banks
  The First Security
  The Bank of Whitesburg
Library
  Filmstrips
  Books
Money
Presidents or Vice-Presidents
Cashier
Bookkeeper

III. CONTENT

1. Plan to visit two local banks and observe the process of banking.
2. To see where money is kept.
3. To look at bundles of money.
4. To interview personnels from banks.
5. Plan and make a bank in classroom.
6. Have role-playing in classroom bank.
7. Use of play-money and real money.

A. Mathematics
   1. Counting money
   2. Adding tabs
   3. Making correct change
   4. Making price lists - writing numerals using dollar signs and decimals

B. Language Arts
   1. Write a story about the bank after visiting the bank
   2. Write a short paragraph telling what each person of a bank does
   3. Write thank you notes
   4. Address envelopes
   5. Vocabulary development:
      a. learn new words and their meanings

bank	banker
president	vice
cashier	teller
bookkeeper	janitor
money	vault
loan	check
alarm	burglar

      b. write sentences

C. Science
   1. Burglar Alarm System and how it operates.
   2. The vault and its operation.
   3. Collect pictures of old and new banks.

D. Social Studies
   1. Why we have banks.
   2. Where money comes from.
   3. Employment requirements.
   4. Public relations.
   5. What brought about the banking system.

E. Art
   1. Make play money.
   2. Build a classroom bank.
   3. Design play loan charts.

IV. PERFORMANCE
   1. Field trip to The First Security Bank.
   2. Field trip to the Bank of Whitesburg
   3. Interview bank personnel.
   4. See vault with money in it.
   5. Learn about the burglar alarm system.
   6. Use Mathematical skills in dealing with money.
   7. Write thank you notes.
   8. Construct a bank in the classroom.
   9. Make play money to use in bank for role playing.

V. EVALUATION
   1. Round - robin discussion
      a. involve all students in discussion of unit.
      b. let children give their opinion of unit.
   2. One - one basis - Ask children's opinion of being a bank personnel as a career.
   3. Observe children in role-playing situation.
   4. Let children write story telling what they found out about a bank.

APPENDIX II

CAREER EDUCATION COORDINATOR'S ORIENTATION

IN-SERVICE - SCHOOL SYSTEM COORDINATORS (SSCs)
HAZARD CITY SCHOOL BOARD OF EDUCATION CONFERENCE ROOM
MARCH 20, 1973 - 9:00 a.m.-3:00 p.m.

AGENDA

9:00-9:30	Registration
9:30-9:45	Introduction of Regional Staff and System Coordinators . . . . . .Walter Prater
9:45-10:15	Introduction of Speaker. . . . . .Walter Prater
	SPEAKER: Robert Spillman, Assistant Director Curriculum Development Center, Division of Vocational Program Supporting Services, Bureau of Vocational Education.
	TOPIC: "Career Education, What it is, and How to get it done".
10:15-10:30	History of Kentucky Valley Educational Cooperative . . . . . .Elwood Cornett
10:30-10:45	Coffee Break
10:45-11:15	Career Education Project, Region XII, Goals and Objectives . . . . . .Owen Collins
11:15-11:30	SSCs' Concerns and Observations. . . . . .Bill Burke
11:30-12:30	Lunch (Hazard Area Vocational and Technical School)
12:30-1:00	Discussion of Concerns and Observation . . . . . .Elwood Cornett Owen Collins
1:00-1:15	Relationship of SSCs to Regional Directors and "Career Activist Team" . . . . . .Owen Collins
1:15-1:45	Group Inter-Action for Role Description of SSCs . . . . . .Bill Burke Gordon Cook-Ellis Maggard-Randy Wicker
1:45-2:00	Tentative Role Description of School Systems Coordinators . . . . . .Owen Collins
2:00-2:15	Criteria for Selection of Career Activist Team (CAT) Owen Collins
2:15-2:30	Break
2:30-2:45	Summary of SSC In-Service . . . . . .Owen Collins
2:45-3:00	Establishment of CAT Meeting Dates . . . . . .Gordon Cook

APPENDIX III

PRINCIPAL'S ORIENTATION WORKSHOP

FINAL REPORT

Project Number: C60810

Fiscal Number: 4110

Title of Project: Principals' Orientation Research Project held at Natural Bridge State Park April 16-17, 1973

Author: Mr. Elwood Cornett

Project Director: Mr. Elwood Cornett

Kentucky Valley Educational Cooperative

511 Broadway

Hazard, Kentucky 41701

Date Transmitted: September 18, 1973

The statements or contents of this report do not necessarily reflect the views or policies of the Program Supporting Services Division, Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

SUMMARY

On February 1, 1973, the Kentucky Valley Educational Cooperative (KVEC), with offices in Hazard, began work on a one-year grant to develop and implement a Career Education Program for Region XII. School systems served by the KVEC are Breathitt, Hazard Independent, Jackson Independent, Jenkins Independent, Knott, Lee, Leslie, Letcher, Owsley, Perry, Wolfe, Hazard Community College, and Hazard Area Vocational and Technical School. The area has 132 schools, 1,466 teachers, and 33,232 students.

Any program operating in an area so large with schools so scattered and philosophies so varied is sure to encounter many problems. The Regional Staff of the Career Education Program did not begin employment with an attitude that the program could not succeed. We were well aware of the problems and difficulties but we saw them as challenges.

The Regional Staff began its duties by conducting a thorough search for Career Education readings and visitations to several Career Education programs throughout Kentucky. We observed, during these visits, that the effectiveness of Career Education in a particular school was directly related to the attitude of the school principal; if he were supportive of the program, Career Education was developing well in that school; if he were acquiescent or negative toward Career Education, his attitude was reflected in the conduct of the program. We knew that the Superintendents, joined together in the KVEC, were enthusiastically supportive of Career Education. Therefore, it appeared that a well planned orientation of Career Education was needed for the principals of the area.

INTRODUCTION

Region XII schools employ a total of 53 elementary principals, 19 secondary principals, and 7 vocational principals. To determine the impact of early involvement of these principals on the success of Career Education, a concentrated two-day orientation workshop was held in the beautiful facilities and surroundings of Natural Bridge State Park on April 16-17, 1973.

Careful planning of the Workshop, by the Career Education Regional Staff was followed with a diligent search for persons with the practical knowledge and experiences to conduct the Workshop. We felt that we were successful in this search.

ORGANIZATION OF WORKSHOP

To enhance attendance of the Workshop, we adopted a schedule for the convenience of the principals. The evening schedule for the first day allowed them the opportunity to begin the school day in their respective

buildings and the morning schedule for the second day permitted them to return to their schools and close out the day's activities.

Another important feature of the schedule was to allow the participants to enter into informal discussion at the close of the first day activities. This provided them the opportunity to discuss the information presented and internalize the philosophy and concepts of the Career Education Program.

The program was organized so that the first day dealt with philosophy and concepts of Career Education and the second day with "how-to-do-it" discussions. We wanted to impress principals with the practicality of Career Education.

Small Group Sessions

A strategy that has proven quite successful in most orientation sessions is to avoid the overuse of large assemblies whenever possible. However, we felt that their discreet use would provide some unity, cohesion, and would prove particularly effective in setting a frame-of-reference for the Workshop.

Settings for small group interaction were included so that the principals would have an opportunity to synthesize the remarks of the consultants. After all, elementary principals do not perceive Career Education the same or even similarly as do secondary principals.

At the close of the Workshop, reports from the small group sessions were positive in that they provided an excellent Workshop overview and allowed each individual's concerns and observations to be recognized. This provided an excellent source of direction to the Project Staff.

Attendance

We speak here with great pride. Comments from other Career Education Project Staff led us to feel that attendance of the principals would be poor. We feel that our correspondence and personal visits to the principals were instrumental in gaining the attendance of eighty percent (80%) of the area's principals.

Concerns

Dr. Floyd McKinney identified these and reinforced an impression that some of us were beginning to feel. Namely, that many of the schools had, in fact, been doing Career Education previously and that all we needed to do now was to systematize and articulate their Career Education efforts. Although, such an attitude is helpful in accepting Career Education, it nonetheless could be an albatross if not counteracted.

A second concern was the notion that Region XII was, in fact, a rural area which would severely handicap our efforts in implementing a program in Career Education because of the lack of industry, business, or job opportunities. Dr. Lyman Ginger in his keynote address remarked that the KVEC was granted its Career Education Program so that alternate approaches could be developed to offset this concern. The challenge becomes, therefore, to find creative, innovative ways of adapting Career Education to a rural mountainous area.

EVALUATION

Statement of Objectives

As indicated earlier in this report, the major objective of the Principals Workshop was to determine the impact of early, critical involvement of principals on the success of a Career Education Program in Region XII. This major objective was broken into three categories-- attitude, knowledge, and support. Each category was divided into three questions as follows:

1. What changes in principals' attitude can be effected in a favorable setting?
2. How permanent are the attitude changes?
3. What is the relationship between the principals' attitude and the percentage of teachers that teach Career Education units in his/her school?
4. What changes in principals' knowledge can be effected in a favorable orientation setting?
5. How permanent are the knowledge changes?
6. What is the relationship between the principals' knowledge of Career Education and the percentage of teachers that teach Career Education units in his school?
7. What changes in principals' support can be effected in a favorable orientation setting?
8. How permanent are the support changes?
9. What is the relationship between the principals' support of Career Education and the percentage of teachers that teach Career Education units?

Items 3, 6, and 9 listed above are difficult to accurately evaluate at this time. However, we will be able to address ourselves to these questions later and report some specific information by the close of the 1973-74 school year.

Development of Career Education Information Inventory (CEII)

Since the objectives and design of the Workshop were particular and peculiar to our needs in Region XII, a review of the literature, conversation with knowledgeable people in Frankfort and elsewhere concerning an instrument to measure our objectives failed to uncover an adequate test or inventory; therefore, we turned to the Research Department of

the College of Education at the University of Kentucky for help in designing an instrument to measure the knowledge, attitudes, and support of the Workshop participants toward Career Education. The pressure of time did not allow for this instrument to be validated.

Procedures for Administration of CEII

The CEII was administered on a pre and post test basis during the Workshop. In addition, the inventory was mailed to the principals during July to determine the permanency which existed in the three areas tested. We received a return of 65 per cent on those that were mailed out.

Problems in Analysis of CEII Results

One of the problems which became apparent to us after we received the data from the Workshop was that the items were not sensitive to the treatment. For example, the first item says:

> One of the purposes of Career Education is to make education more relevant.

The pre test mean on this item was 4.68; the post test mean was 4.80. This item is too much like asking do you believe in God or how do you feel about the Cincinnati Reds?

Because of the insensitivity of the instrument, most of the items did not show a significant difference from pre test to post test to delayed post test according to traditional statistical measures. Accordingly, our consultant advised us to rely on the simplest of interpretative measures in reporting the results of the Workshop.

Procedures in Analysis of CEII Results

Each item allowed the participant to indicate to what degree he either agreed or disagreed with the item. The responses were weighed according to the direction of the desired response; i.e., if the desired response was "strongly agree," that category received a weight of 5, agree--4, undecided--3, disagree--2, and strongly disagree--1. For those items in which the desired response was "strongly disagree" the responses were weighed in reverse order.

A tally of the participant's responses multiplied by the weight gave us a raw score from which we calculated the mean for each item. Any increase or decrease in the mean score would indicate respectively a positive or negative growth for that item.

The desired responses for each item were determined by the Regional Career Education Staff. The desired response for each item was either "Strongly Agree" or "Strongly Disagree."

The items in the CEII will be reported in groups of five with the pre test mean, post test mean, and delayed post mean. Commentary and interpretation of the items will follow each block of five. Normally nothing will be said concerning an item unless there is a movement of twenty-five hundredths (.25) in one direction or another (an arbitrary designation). Occasionally some items will merit interpretation without that great a movement.

SUBJECTIVE CONCLUSIONS AND RECOMMENDATIONS

Contrary to what our objective measuring devices fail to show, we on the Regional Staff, Superintendents, and Directors of Local Educational Agencies in Region XII, testimonials from principals, and comments from persons in the State Department of Education in Frankfort all indicate that we had a successful Principal's Orientation Workshop. Those of us who have been charged with the responsibility of implementing the Career Education Project in Region XII hold that the Principal's Orientation Workshop tactically was a sound move and has been instrumental in our successful implementation of a Career Education Program in Region XII. Following are some more subjective conclusions and recommendations concerning the Workshop:

1. Comfortable facilities, such as we had at Natural Bridge State Park, aids in "selling" new programs such as Career Education. Moreover, getting the Principal away from his office allows him to give more of his attention to the issues of the program; trying to explain a program in a principal's office is difficult because of the many demands made on his time.

2. A late afternoon, evening, and morning meeting is an effective time design for principals in that they in effect will be away from school only one day.

3. Having Principals as an entity rather than including Superintendents and guidance counselors is a desirable way of orienting them. It adds prestige to the group and frees them to express themselves without some constraints which might occur should other persons from their school system be present.

4. Speakers need to be followed by a period of questions and answers in order to allow for interaction.

5. Avoid "information overloading" in large group assemblies. If there are large group assemblies, ten to fifteen minute breaks should be allowed after every thirty to forty-five minutes.

6. Clear identification of the purpose of the conference aids in its implementation.

7. Small groups appear to make the most impact, small groups where interaction can occur and every participant be afforded an opportunity to express his viewpoint.

8. Principals are a vital link in implementing an effective Career Education Program. Even though the Superintendent may have endorsed the program, its effective implementation is pretty much dependent on the positive attitude of the principal.

9. Time should be set aside at the beginning and ending of the conference to administer evaluation instruments.

Region XII
Principals' Career Education Orientation
April 16-17, 1973
Natural Bridge State Park, Slade, Kentucky

Monday, April 16

3:00-3:30 p.m.	Registration and Refreshments
3:30-4:00 p.m.	Career Education as a Movement Dr. Floyd McKinney, Director, Division of Program Supporting Services, Bureau of Vocational Education
4:00-5:00 p.m.	Career Education, Region XII History, Mr. Elwood Cornett Overview, Dr. Owen Collins Awareness, Mr. Randolph Wicker Exploration, Mr. Ellis Maggard Preparation, Mr. Gordon Cook Guidance, Mr. Bill Burke
5:00-5:30 p.m.	Questions and Answers Concerning Career Education in Region XII--Mr. Cornett, Dr. Collins, and Staff
5:30-6:00 p.m.	Get-Acquainted Exercise, Mr. Gordon Cook
6:00-6:30 p.m.	Open-Time
6:30-7:30 p.m.	Dinner and Announcements Mr. Cornett, Presiding
7:30-8:15 p.m.	Keynote Address Dr. Lyman Ginger, Superintendent of Public Instruction
8:15-8:30 p.m.	Questions and Answers Mr. Cornett, Moderator

Tuesday, April 17

7:00-8:00 a.m.	Breakfast
8:00-9:00 a.m.	"Career Education in Georgia", Film
9:00-9:15 a.m.	Coffee
9:15-10:30 a.m.	Career Education from a Principal's Viewpoint,
	Elementary
	Mr. William Whittinghill L. C. Curry Elementary Bowling Green, Kentucky
	Junior High
	Mrs. Sarah Laws Bowling Green Junior High Bowling Green, Kentucky
	Secondary
	Mr. William Neal Project Director Career Education Knoxville, Tennessee
10:30-11:15 a.m.	Small Group Interaction How Career Education Looks to Me (See Pages 3 & 4)
11:15-12:30 p.m.	Small Group Reports Lunch Conference Evaluation Turn in Travel Vouchers

SMALL GROUP INTERACTION

DIRECTIONS: (1) On your name tag is a number which indicates the group that you are in; groups were selected randomly. (2) Each group has a Chairman who is asked to give a three minute (longer if needed) report during the Tuesday luncheon concerning the findings of his group. (3) Each group also has a resource person who will attempt to answer questions that may arise. (4) Each chairman is asked to appoint a recorder who will submit a summary of the group's findings to Gordon Cook at the Tuesday luncheon. (5) The findings may include such categories as: (a) feelings toward Career Education, (b) questions, (c) problems, or (d) etc.

GROUP I

Chairman--Mr. Roland Sebastian, Coordinator--Guidance, Research and Curriculum Development, Breathitt County Schools
Resource Person--Mr. Louis Perry, Coordinator
Innovative Programs
Vocational Technical Resources Development Unit
Bureau of Vocational Education, Frankfort, Kentucky

GROUP II

Chairman--Ms. Opal Eversole, Elementary Counselor, Hazard City Schools
Resource Person--Mr. William Neal

GROUP III

Chairman--Mr. Seldon Short, Counselor, Jackson City Schools
Resource Person--Mrs. Sarah Laws

GROUP IV

Chairman--Mr. Danny Belcher, Counselor, Jenkins High School
Resource Person--Mr. William Whittinghill

GROUP V

Chairman--Ms. Juanita Singleton, Counselor, Hindman High School
Resource Person--Dr. Floyd McKinney

GROUP VI

Chairman--Mr. Charles Glen Wilson, Counselor, Lee County High School
Resource Person--Mr. William Burke

GROUP VII

Chairman--Mr. Hayes Lewis, Assistant Superintendent, Leslie County Schools
Resource Person--Mr. Gordon Cook

GROUP VIII

Chairman--Mr. Beckham Caudill, Supervisor, Letcher County Schools
Resource Person--Mr. Ellis Maggard

GROUP IX

Chairman--Ms. Martha Turner, Coordinator, Federal Programs, Owsley County Schools
Resource Person--Mr. Randolph Wicker

GROUP X

Chairman--Mr. Calloway Sizemore, Supervisor, Perry County Schools
Resource Person--Dr. Carl Hurley, Director, Professional Personnel Development, Division of Program Supporting Services, Bureau of Vocational Education, Frankfort, Kentucky

GROUP XI

Chairman--Ms. Mary E. May, Materialist, Wolfe County Schools
Resource Person--Mr. Elwood Cornett

GROUP XII

Chairman--Mr. William Back, Industrial Coordinator, Hazard Area Vocational and Technical School
Resource Person--Dr. Owen Collins

CAREER EDUCATION INFORMATION INVENTORY

DIRECTIONS: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "Undecided" answer should be circled only when you have no opinion. Please read each statement and circle.

SA	if you strongly agree with the statement.
A	if on the whole you would tend to agree.
U	if you are undecided.
D	if on the whole you would tend to disagree.
SD	if you strongly disagree with the statement.

1.	One of the purposes of career education is to make education more relevant.	SA	A	U	D	SD
2.	I support the idea that education should have positive implications for career development.	SA	A	U	D	SD
3.	Education about careers is important enough to be integrated into the regular curriculum.	SA	A	U	D	SD
4.	Career Education is an effort to involve the community and home with the school in the teaching/learning process.	SA	A	U	D	SD
5.	I support the idea that most students should possess some entry level skill in an occupation upon leaving high school.	SA	A	U	D	SD
6.	The emphasis of the curriculum should be on academic achievement rather than social achievement.	SA	A	U	D	SD
7.	Career Education is concerned with helping each student develop a positive self-image.	SA	A	U	D	SD
8.	I support the idea that the school has the responsibility to help students make realistic occupational decisions.	SA	A	U	D	SD
9.	I believe students should be knowledgeable about the world of work before leaving school.	SA	A	U	D	SD
10.	Career Education provides the opportunity for any student to examine occupational options.	SA	A	U	D	SD

11.	The interests of parents should be considered in developing the school curriculum.	SA	A	U	D	SD
12.	I believe the school curriculum should be related to the career goals of the students.	SA	A	U	D	SD
13.	Teachers of students with special needs face specific problems of instruction which demand all of their attention; therefore, Career Education instruction is an unnecessary burden.	SA	A	U	D	SD
14.	A guidance program should be an integral part of Career Education.	SA	A	U	D	SD
15.	I believe that relating a student's studies to the world of work would increase his motivation.	SA	A	U	D	SD
16.	Career Education is designed for only those students with low academic ability.	SA	A	U	D	SD
17.	I would encourage my teachers to attend a summer workshop on Career Education if one were available.	SA	A	U	D	SD
18.	Career Education will probably be just another fad.	SA	A	U	D	SD
19.	Career Education is the same as vocational education.	SA	A	U	D	SD
20.	I would be interested in attending a summer workshop on Career Education if one is available.	SA	A	U	D	SD
21.	I have too much trouble with discipline to devote sufficient effort to Career Education.	SA	A	U	D	SD
22.	The preparation phase of Career Education normally begins in the elementary school.	SA	A	U	D	SD
23.	I would be willing to devote some faculty meetings to Career Education.	SA	A	U	D	SD
24.	Career Education would primarily benefit students from welfare and low income families.	SA	A	U	D	SD

25.	It would be impossible to teach Career Education in a chemistry class at the high school level.	SA	A	U	D	SD
26.	I would assist in obtaining materials and other resources for Career Education within my school.	SA	A	U	D	SD
27.	If all my students could function up to grade level in all subjects, I would be more interested in Career Education.	SA	A	U	D	SD
28.	Career Education is not for students going to college.	SA	A	U	D	SD
29.	I would encourage field trips for Career Education.	SA	A	U	D	SD
30.	Career Education is just what we need to help make schools more effective.	SA	A	U	D	SD
31.	The concept of job clusters grew out of the space industry.	SA	A	U	D	SD
32.	I would use funds within the school to pay for Career Education activities.	SA	A	U	D	SD
33.	How can we do Career Education when there is so much else for us to do!	SA	A	U	D	SD

RESULTS OF CAREER EDUCATION INFORMATION INVENTORY

Principal's Orientation Workshop

Natural Bridge State Park

April 16-17, 1973

		Pre-Test Mean	Post-Test Mean	Delayed Post-Test Mean
1. One of the purposes of Career Education is to make education more relevant.	SA A U D SD	4.68	4.80	4.78
2. I support the idea that education should have positive implications for career development.	SA A U D SD	4.65	4.73	4.67
3. Education about careers is important enough to be integrated into the regular curriculum.	SA A U D SD	4.63	4.70	4.72
4. Career Education is an effort to involve the community and home with the school in the teaching/learning process.	SA A U D SD	4.23	4.48	4.55
5. I support the idea that most students should possess some entry level skill in an occupation upon leaving high school.	SA A U D SD	4.33	4.60	4.72

Item four (4) merits attention in that there was a strong movement positively on the post test mean, an increase of .25. It also increased .07 on the delayed post mean. Involvement of the community and home with the school in the teaching/learning process is probably considerably weaker in Region XII than it would be in more middle class, urban environments. Because of the great amount of time and energy that is necessary in eliciting support from the community and home in educational endeavors school persons in Region XII have tended to shoulder the burden for the teaching/learning process disproportionately. It was gratifying to us to note that we had made a strong impression on this item.

Item five (5) indicates that the concepts of Career Education were indeed communicated forcefully during the Workshop. This indicates that principals in Region XII are indeed seeing schools as preparing students for an occupation. Put another way, they see Career Education as education with a purpose.

6. The emphasis of the curriculum should be on academic achievement rather than social achievement.	SA A U D SD	3.05	3.38	3.44
7. Career Education is concerned with helping each student develop a positive self-image.	SA A U D SD	4.20	4.56	4.44
8. I support the idea that the school has the responsibility to help students make realistic occupational decisions.	SA A U D SD	4.50	4.56	4.61
9. I believe students should be knowledgeable about the world of work before leaving school.	SA A U D SD	3.93	4.75	4.83

10. Career Education provides the opportunity for any student to examine occupational options.	SA A U D SD	4.28	4.56	4.56

Item six (6) indicated a strong positive movement which has been increased on the delayed post mean. An interpretation of this item is difficult because it is not clear as to where Career Education fits in; i.e., is it academic achievement or is it social achievement. Obviously, the Career Education Staff would say that it encompasses both. It was emphasized during the Workshop that Career Education was not a fifth subject but rather something that was to be integrated into what we normally teach. We also stated that Career Education was not meant to weaken in any way the academic achievement of our students; but rather would make academic achievement more attainable for all students. Thus we are assuming that the positive movement on this item is a result of the treatment.

Since one of the overall objectives of the Career Education Project in Region XII is to develop a positive self image in each student and since this was communicated during the Workshop, there was a strong positive movement on this item seven (7). However, it lost .12 from the post test to the delayed post test.

Item nine (9) showed the greatest movement of any item in the inventory, from 3.93 on the pre test to 4.75 on the post test. It also increased to 4.83 on the delayed post test. Since this item is central to Career Education, we are suggesting that it shows in particular some of the effectiveness of the treatment.

Item ten (10) is also a strong concept of Career Education and there was a positive movement from 4.28 on the pre test to 4.56 on the post test. This item has also held its own on the delayed post test.

11. The interests of parents should be considered in developing the school curriculum.	SA A U D SD	4.00	4.35	4.33
12. I believe the school curriculum should be related to the career goals of the students.	SA A U D SD	4.35	4.50	4.39
13. Teachers of students with special needs face specific problems of instruction which demand all of their attention; therefore, Career Education instruction is an unnecessary burden.	SA A U D SD	4.08	4.08	4.33
14. A guidance program should be an integral part of Career Education.	SA A U D SD	4.58	4.73	4.44
15. I believe that relating a student's studies to the world of work would increase his motivation.	SA A U D SD	4.50	4.65	4.50

Item eleven (11) showed a strong positive movement from 4.00 on the pre test mean to 4.35 on the post test mean; it has fallen .02 on the delayed post test mean. We interpret this as indicating that we have been able to favorably impress principals with the desirability of including parents in developing the school curriculum.

Item thirteen (13) is curious in that there was no change from the pre test to the post mean but showed a strong movement from 4.08 to 4.33 on the delayed post test mean. Obviously this item's desired response is strongly disagree. The only explanation is that as principals have reflected on this idea they have been moved in their thinking as time elapsed from the treatment of the Workshop.

Item fourteen (14) is disappointing on two accounts: first, in that we were not able to move the participants strongly from the pre to the post test and second and more importantly, that they have dropped from 4.44 on the delayed post test which is even below what they entered the Workshop as thinking. No plausible explanation is offered.

Item fifteen (15) is also disappointing in that after moving the participants from 4.50 to 4.65 on the post test they fell back to 4.50 on the delayed post test, exactly where they were when they entered the Workshop. This idea of relating student's studies to the world of work as being a method of increasing motivation has been pushed strongly by the Regional Career Education Staff.

16. Career Education is designed for only those students with low academic ability.	SA A U D SD	4.55	4.45	4.39
17. I would encourage my teachers to attend a summer workshop on Career Education if one were available.	SA A U D SD	4.25	4.63	4.50
18. Career Education will probably be just another fad.	SA A U D SD	4.13	4.20	3.94
19. Career Education is the same as vocational education.	SA A U D SD	3.95	4.15	4.17
20. I would be interested in attending a summer workshop on Career Education if one is available.	SA A U D SD	3.95	4.15	3.89

The response on item sixteen (16) is curious because the desired response was "Strongly Disagree" which means that they are moving away from a strong initial showing back toward an undecided category. Certainly item sixteen (16) is one which was disclaimed strongly during the Workshop.

The strong positive movement from 4.25 on the pre test mean to 4.63 on the post test mean for item seventeen (17) was encouraging to the Regional Career Education Staff. The fact that the Summer Workshop was already finished for a large part when the delayed post test was sent out probably accounts for the decrease in the positive attitude of the principals toward sending their teachers to a Summer Workshop.

The movement on item eighteen (18) from 4.13 on the pre test mean to 4.20 on the post mean to 3.94 on the delayed post test is disappointing. No plausible explanation is given.

The pattern of item twenty (20) is similar to item seventeen (17); i.e., a positive increase on the post test mean but then a falling away on the delayed post test mean. Probably principals felt that they had an adequate orientation to Career Education by the time of the delayed post test.

21.	I have too much trouble with discipline to devote sufficient effort to Career Education.	SA	A	U	D	SD	4.30	4.18	4.22
22.	The preparation phase of Career Education normally begins in the elementary school.	SA	A	U	D	SD	4.18	3.85	4.11
23.	I would be willing to devote some faculty meetings to Career Education.	SA	A	U	D	SD	4.28	4.56	4.39
24.	Career Education would primarily benefit students from welfare and low income families.	SA	A	U	D	SD	3.88	4.03	3.44
25.	It would be impossible to teach Career Education in a chemistry class at the high school level.	SA	A	U	D	SD	3.98	4.08	4.22

Item twenty-two (22) reflects some ambiguity, particularly concerning the term "preparation." "Preparation" to most traditional school persons begins in elementary school; in Region XII Career Education "preparation" refers to a component which includes grades 10-14. Thus principals were more undecided after the treatment concerning this ambiguous term but reverted more toward their original thinking on the delayed post test.

On item twenty-three (23) the principals increased from a pre test mean of 4.28 to a post test mean of 4.56, a strong movement. However, they retreated in their positive thinking on this to a mean of 4.39 on the delayed post test. This item taken with items seventeen (17) and twenty (20) would indicate that perhaps the principals have cooled slightly in their ardor toward Career Education from the post test but are still higher than they were before the treatment began.

Item twenty-four (24) presents some problems in interpretation because the pre test mean was 3.88, the post test mean was 4.03, and the delayed post test was 3.44. This item is ambiguous in that we have said on the regional staff that Career Education would in fact help students from low income and welfare families but at the same time we have said that it was for all students. Probably the movement in the means reflect this ambiguity as well. If one uses the criterion that we hope to show that Career Education is for all students, then the movement toward an undecided category would indicate that we are succeeding in what we are attempting to convey.

Item twenty-five (25) indicates that some concepts take a prolonged period of time to be accepted. On the pre test the mean was 3.98, on the post test it was 4.08, which was not much of an increase, but on the delayed post test the movement was to 4.22 which is a strong movement from where the treatment began.

26. I would assist in obtaining materials and other resources for Career Education within my school.	SA	A	U	D	SD	4.28	4.28	4.44
27. If all my students could function up to grade level in all my subjects, I would be more interested in Career Education.	SA	A	U	D	SD	3.78	3.83	3.89
28. Career Education is not for students going to college.	SA	A	U	D	SD	4.10	4.48	4.17
29. I would encourage field trips for Career Education.	SA	A	U	D	SD	4.30	4.48	4.50
30. Career Education is just what we need to help make schools more effective.	SA	A	U	D	SD	3.90	4.18	4.17

Item twenty-six (26) is similar to item twenty-five (25) in pattern; i.e., there was little or no change from the pre to the post test mean but a sizeable positive movement from the post test mean to the delayed post test mean. In this case, item twenty-six (26) moved from 4.28 to 4.44.

Item twenty-eight (28) had a pre test mean of 4.10, a post test mean of 4.48, and a delayed post test mean of 4.17, which indicates that the treatment during the Workship significantly moved the principals in their thinking in a positive direction but that this gain did not hold entirely from the end of the Workshop to the time of the delayed post test.

Item thirty (30) is a significant item in that it is a summary statement concerning attitude. On this item the pre test mean was 3.90, the post test mean was 4.18, and the delayed post test held fairly constant, dropping only .01 of a point to 4.17. This strong movement tends to show that we were able to affect strongly in a positive direction the attitude of the principals toward Career Education.

31. The concept of job clusters grew out of the space industry.	SA	A	U	D	SD	3.20	2.90	2.56
32. I would use funds within the school to pay for Career Education activities.	SA	A	U	D	SD	3.28	3.83	3.78
33. How can we do Career Education when there is so much else for us to do.	SA	A	U	D	SD	3.93	4.00	3.83

Item thirty-one (31) is baffling in that the positive direction is toward strongly disagree. However, participants moved from a pre test mean of 3.20 to a post test mean of 2.90 and to a delayed post test mean of 2.56. This movement is in direct opposition to what we were trying to accomplish. No plausible explanation can be given for this movement.

Item thirty-two (32) indicated that principals began the Workshop with a mean of 3.28. They were strongly influenced to a more positive endorsement of the item (3.83 on the post test mean), and that they held most of this gain with a 3.78 on the delayed post test mean.

	Pre-Test Mean	Post-Test Mean	Delayed Post-Test Mean
Composite Knowledge	4.55	4.63	4.63
Composite Support	4.64	4.88	4.83
Composite Attitudes	4.43	4.64	4.54

In the composite knowledge the pre test mean was 4.55; the post test mean was 4.63; and the delayed post test mean was 4.63. The implication from the composite knowledge means is that there was a slight increase in the knowledge of the principals as a result of the Workshop and that this increase has been maintained during the interval from the end of the Workshop to the delayed post test.

The pre test mean on the composite support was 4.64; the post test mean was 4.88; and the delayed post test was 4.83. The pattern of movement on these means indicates that there was more change in support of the principals than in attitude or knowledge. Moreover, most of this support was retained in the delayed post test, dropping only from 4.88 to 4.83.

Finally, there was a strong movement in the composite attitude from a pre test mean of 4.43 to a post test mean of 4.64 but a relatively strong attrition in the positive attitude from 4.64 to 4.54 on the delayed post test. However, it should be noted that in general terms that knowledge, support, and attitude are difficult to separate and that probably they should be considered as an entity rather than separately. For example, the knowledge that a person has of a subject more assuredly will affect his attitude. Similarly, a person's attitude will affect his support of a program.

What can be said, then, strictly speaking, from a research viewpoint concerning the effects of the Principal's Orientation Workshop. The Workshop did affect the principals to some degree--our instrument was not sensitive enough to measure adequately the degree--and usually this effect was in a positive direction as perceived by the Regional Career Education Staff. However, there was some attrition in the gain from the time the post test was administered to the time the delayed post test was administered. This is not contrary to what we know concerning the psychology of learning in general, however.

APPENDIX IV

TWO-WEEK SUMMER WORKSHOP

KENTUCKY VALLEY
EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM

Summer Workshops

Hazard: June 25 - July 6, 1973
Jackson: July 23 - August 3, 1973

WELCOME

This Career Education Workshop represents one of the major thrusts of this regional project which your Superintendent has endorsed. The program which follows represents much work and the best thinking of your Regional Career Education Staff and many others, especially the CAREER EDUCATION COORDINATORS from each of the Local Education Agencies. To them must go the credit for the success of our endeavors. They are:

Roland Sebastian, Breathitt County
Enoch Combs, Knott County
Bethel Ritchie, Knott County
Juanita Singleton, Knott County
Seldon Short, Jackson Independent
Danny Belcher, Jenkins Independent
Lily Kincaid, Lee County
Mary May, Wolfe County
Hayes Lewis, Leslie County
Beckham Caudill, Letcher County
Calloway Sizemore, Perry County
Opal Eversole, Hazard Independent
Martha Turner, Owsley County
Bill Back, Hazard Area Vocational and Technical School
Dr. Ken Holloway, Hazard Community College

There have been those who have said we could not succeed in implementing Career Education on a regional basis in an area predominantly mountainous and rural. But the people of Region XII are a proud people. WE CAN and WE WILL show the state of Kentucky and perhaps the entire nation what we can do.

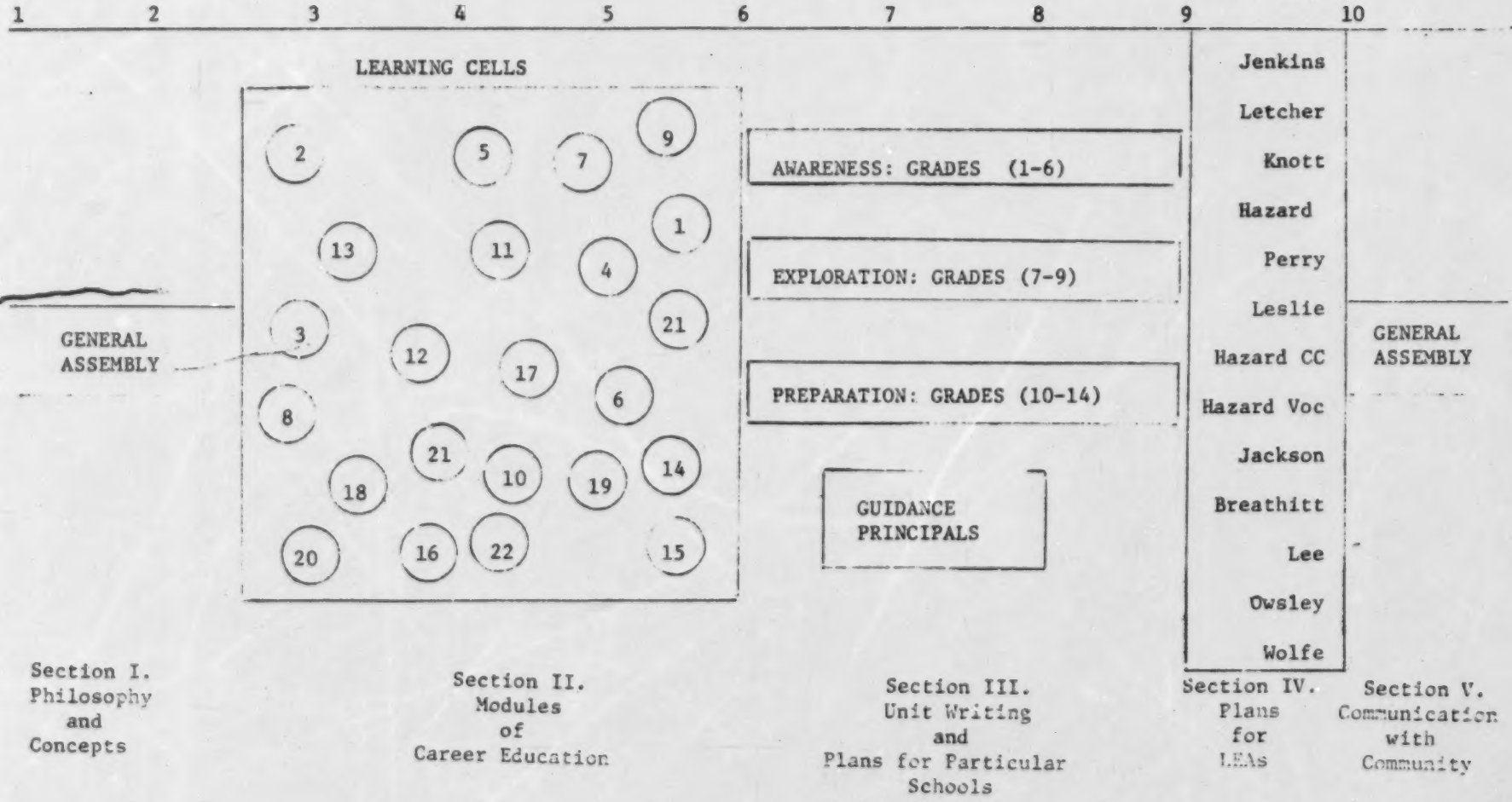
Let us when January 1, 1974, rolls around have an exemplary beginning to implementing Career Education. Let the state of Kentucky begin to look at Knott County or Lee County or Jenkins Independent or any of our Local Educational Agencies when they need experts in implementing Career Education.

Speaking for the Regional Career Education Staff, I say that it is indeed a privilege to work with you in enhancing the educational opportunities for our children.

CAREER EDUCATION

TWO-WEEK WORKSHOP

Region XII, Summer, 1973



SECTION I

PHILOSOPHY AND CONCEPTS OF CAREER EDUCATION

(First Day and a Half)

Performance Objectives for Participants

1. Each participant will be able to communicate orally at least three reasons why the Career Education movement has come about in our nation.

2. Participants will be able to identify at least three main attitudes, ideas, or viewpoints of business toward education.

3. Each participant will be able to communicate orally at least six concepts of Career Education and how they might be implemented in his particular school.

TWO-WEEK CAREER EDUCATION WORKSHOP

Hazard Community College

June 25-July 9
(Omit July 4)

Monday, June 25

8:30 a.m.	Registration	
9:00	Convene in Auditorium	
9:00	Administration of Career Education Inventory	Bill Burke
9:15	Welcome and Introductions	Elwood Cornett
	Comments by Superintendents and Directors of LEAs	Elwood Cornett
10:00	Overview of Workshop	Owen Collins
10:30	Break	
10:40	Introduction of Keynote Speaker	Ellis Maggard
	Address	Joel Smith
11:15	Break into Small Groups for Identification of Questions for Mr. Smith	Ellis Maggard
	(Each group should make a list of questions and then isolate the one they would like to ask him in the general assembly.)	
11:35	Reconvene in Auditorium for Questions and Answers	Ellis Maggard, Moderator
12:00	Lunch	
1:00 p.m.	Those desiring credit from Eastern Kentucky University or Morehead State University meet with representatives and enroll	MSU in Library EKU in 114

Others (continuation of Questions and Answers to Mr. Smith) . . . . . Ellis Maggard

1:30. . . . . Grouped by LEA:

Jenkins Independent	Danny Belcher	119
Knott County	Enoch Combs Juanita Singleton Bethel Ritchie	109
Letcher County	Beckham Caudill	Library
Perry County	Calloway Sizemore	Auditorium
Leslie County	Hayes Lewis	117
Hazard Independent	Opal Eversole	114
Hazard Vocational	Bill Back	105
Hazard Community College	Ken Holloway	Student Lounge

Questions to Consider:
What Cells to Attend?

2:00. . . . . Introduction of Speaker from Business . . . . . Gordon Cook

"Education from Viewpoint of Business" . . . . . Charles Beach, II

2:30. . . . . Small Groups to Identify Questions for Mr. Beach . . . . . Group Chairman

Also, please give your reaction to the workshop to your chairman

2:50. . . . . Questions for Mr. Beach. . . . . Gordon Cook, Moderator

3:10. . . . . Chairmen of Small Groups meet In Auditorium . . . . . Owen Collins
Elwood Cornett

Two Designated LEA's Sign Up for Learning Cells in Library . . . . . Staff

3:30. . . . . Adjourn

Tuesday, June 26

8:30 a.m.	Continuation of Sign Up for Learning Cells	Staff
10:00	Announcements	Owen Collins
10:15	Introduction of Speaker	Randolph Wicker
	"Concepts of Career Education"	Bill Neal
10:50	Break	
11:00	Small Groups to Raise Questions for Mr. Neal	Small Group Chairman
11:15	Three Questions for Mr. Neal	Randy Wicker, Moderator
11:25	"Career Education in Georgia"	Bill Burke
12:00	Lunch	

SMALL GROUP ORGANIZATION

Group	Chairman	Recorder	Room No.
1	Enoch Combs		Library
2	Juanita Singleton		Library
3	Bethel Ritchie		Library
4	Danny Belcher		119
5	David Banks		118
6	Beckham Caudill		117
7	Opal Eversole		116
8	Hayes Lewis		114
9	Wilburn Nantz		113
10	Bill Back		109
11	Calloway Sizemore		105
12	Ida Asher		Student Lounge
13	George Francis		Student Lounge
14	John Quillen		Student Lounge
15	R. B. Singleton		Auditorium
16	H. A. Hoskins		Auditorium
17	Charles Lewis		Auditorium
18	Ruby Napier		27
19	Harold Burchell		25
20	David Banks		21
21	Jo Ella Watts		16
22	Ramona Taylor		11
23	June Maggard		119-A
24	Winston Fields		Student Lounge
25	Stephen Napier		108

*Notes: 1. This small group organization will prevail through the first week when small group organization is called for.

2. Recorder please submit record of questions and discussion to Bill Burke at conclusion of each session.

SECTION II: LEARNING CELLS

(Modules of Career Education)

(Tuesday Noon--Friday Afternoon)

Introduction

The Learning Cells Approach is an attempt to provide participants a flexible learning environment rather than one which is prescriptive and lock-step. Participants will be able to pick and choose the Learning Cells which they desire within some guidelines.

Instructors in the Learning Cells are from Eastern Kentucky University, Morehead State University, Division of Guidance Services, Bureau of Vocational Education, Knoxville Career Education Project, Pikeville Career Education Project as well as other locations.

Following is a handout which we have given instructors in the Learning Cells:

Learning Cells Approach

1. **CREATIVE** presentations. Lecture should be avoided. Multi-media presentations are encouraged.

2. **SKILL** oriented. Learning cells should attempt to teach a skill(s) in most cases; for example, the cell on role-playing should teach participants the skill(s) necessary to utilize role-playing in their classrooms.

3. **PERFORMANCE** oriented. Each learning cell needs performance objectives which clearly communicate what is expected from participants.

4. **ACTIVITY** oriented. Participants should be involved to a high degree in the learning process within each cell.

5. **HANDOUTS**. A summary sheet of the main points or an appropriate schematic is encouraged.

6. **EVALUATION**. Each instructor needs to gear this in, although it need not be formal. A brief oral check may be sufficient to see if participants achieved desirably.

Description of the Cells

Following is a description of the cells which includes purpose, performance objectives, instructors, etc. The performance objectives are what participants should be able to do at the conclusion of the instructional period.

The assistant instructors are from our region who will become our experts on a particular cell. They should make a particular effort to become knowledgeable of the content of that cell. It may be they will desire to go through the cell twice and engage the instructor in conversation during lunch or other times.

CELL NO. 1

COMMUNITY RESOURCES

Purpose: To cause each participant to realize the importance of the community as a valuable resource for career awareness.

Performance Objectives:

1. Each participant will be able to formulate a resource file for his or her classroom.
2. Each participant will be able to know the stages for acquiring, utilizing, and following up a resource person as used in the classroom.
3. Each participant will be able, at the conclusion of the instructional period, to construct a Helpful Hints Guide to be used by the resource person being asked to participate in activities in the classroom.

Instructor: Joyce Faber

Assistant Instructor:

Hazard - George Francis
Jackson - Seldon Short

Who Should Attend: Required of Awareness. Optional for Guidance, Preparation and Exploration.

Number of Participants Per Session: Up to 25

Other Information:

Notes:

CELL NO. 2

CAPITALIZING ON AND INTEGRATING HOME, SCHOOL, WORLD OF WORK, AND CHURCH

Purpose: To show how the home, school, world of work, and church focuses upon the total learning processes of the individual learner.

Performance Objectives: 1, The participants will discover the objectives.

Instructor: Mr. Lou Perry

Assistant Instructor:
Hazard - Wilburn Nantz
Jackson - Frances Johnson

Who Should Attend: Required for Awareness. Optional for Preparation, Guidance and Exploration.

Number of Participants Per Session: Up to 24

Other Information:

Notes:

CELL NO. 3

RESOURCE PERSON AS AN ORGANIZING CENTER PLUS INTERVIEW TECHNIQUE

Purpose: To introduce participants to the concept of using resource persons within their community as organizing centers for a unit in Career Education, plus the demonstration of effective interview techniques in relation to Career Education.

Performance Objectives:

1. Participants will be able to name, in writing or orally, three stages of a structured interview.
2. Participants will be able to demonstrate with another participant an effective Career Education interview that exposes the persons job in relation to life style, decision-making, preparation requirements, human relation skills, and job family.

Instructor: Judy White

Assistant Instructor: Hazard - Jason Ritchie
Jackson - Lowell Holbrook

Who Should Attend: Required of Awareness and Exploration. Recommended for Preparation and Guidance.

Number of Participants Per Session: Up to 20

Other Information:

1. Six randomly selected participants will be provided with questions that are to be asked of the resource person so that life style, decision-making, preparation requirements, job awareness, job family, human relation skills can be charted.
2. The consultant will provide background information relative to interview techniques and demonstrate stages one and three of a standard interview and chart the information from the resource person as he has been interviewed by the participants.

Notes:

CELL NO. 4

ROLE PLAYING

Purpose: To cause each participant to realize the importance of a role playing activity for career awareness.

Performance Objectives:

1. The participants given a description that depicts a personality and a skill will be able to role-play with other participants to portray a real-life situation in the world of work.
2. The participants will, through role-playing, realize how a job family within a specific operation have interdependencies, one to the other.
3. The participants will, through role-playing, realize that each person in a real-life situation must have specific human relation skills.
4. The participants will realize that role-playing assists the students in becoming aware of the world of work.

Instructor: Enoch Combs

Assistant Instructor: Juanita Singleton
Bethel Ritchie

Who Should Attend: Required of Awareness. Optional for all others.

Number of Participants Per Session: 15 - 20

Other Information: All participants will be involved.

Notes:

CELL NO. 5

CAREER CORNERS IN THE ELEMENTARY SCHOOL

Purpose: To show participants an example of a career corner and explain the process of development.

Performance Objectives:

1. Participants will be able to name orally at least five occupations on which there are printed materials in the career corner.

2. Participants will be able to identify at least three sources from which posters, catalogues, and film strips concerning careers may be obtained.

3. Participants will be able to name orally five do's and three don'ts of using tape recorders to interview workers in the school and the learner's family.

4. Participants will be able to list orally at least two ways that a project of individual or group interest might be developed in their respective schools to study careers.

5. Participants will demonstrate to the instructor's satisfaction an ability to read sample blueprints, diagrams, and maps and express and decide whether it can be used in their respective schools.

6. Participants will indicate on a Likert Scale from 1-10 the desirability of using study carrels in their respective schools for individual and team learning with such items as the function of batteries, types of gears, magnetic attraction, and weights.

7. Participants will indicate on a Likert Scale from 1-10 the desirability in their respective schools of using career corners for creative expression of all art forms or simply as a place to "do nothing" after the participants have had hands-on experiences.

Instructor: Mr. William Neal

Assistant Instructors:

Hazard - David Banks
Jackson - Florence Caudill

CELL NO. 5 (CONT'D)

Who Should Attend: Required of Awareness. Optional for Exploration, Preparation and Guidance.

Number of Participants Per Session: Up to 25

Other Information:

1. Participants will be able to see and examine a career corner. Also, they will receive information on how to set up and maintain a career corner in a classroom.

Notes:

CELL NO. 6

INVOLVING PARENTS IN EDUCATION

Purpose: To emphasize the need for the home and school to be mutually supportive and to explore ways of cooperative endeavors in the education of the students.

Performance Objectives:

1. Participants will be able to name, either orally or in writing, at least three ways that the parent-teacher association representatives have been successful during the past year.

2. Participants will be able to list, either orally or in writing, three possible ways that the home and school can cooperate to a greater degree during the upcoming year.

Instructor:

1. Mrs. Jack Weller
2. Mr. James Reynolds
3.
4.
5.

Assistant Instructors:

Hazard - Glen Hendrix
Jackson - Ed Stamper

Who Should Attend: Required of Awareness. Optional for others.

Number of Participants Per Session: 15 - 20

Other Information:

1. Participants may enter and exit at will.

2. No formal presentations will be made. Participants should engage a representative in dialogue.

3. Representatives will be seated unilaterally with three or four chairs around each. Have a seat.

Notes:

CELL NO. 7

PERFORMANCE OBJECTIVES

Purpose: To cause participants to become proficient in the writing of terminal performance objectives and enabling performance objectives in Career Education, using the A, B, C, D approach.

Performance Objectives:

1. Each participant will be able to distinguish between a terminal performance objective and an enabling performance objective with eighty percent accuracy when given a list of ten mixed terminal and enabling objectives.

2. Each participant will be able to analyze orally, with eighty percent accuracy, the A, B, C and D's of three complete terminal objectives on a theoretical career education prototype as developed by the Learning Cell instructional staff.

3. Each participant will develop and write a terminal performance objective and at least two enabling performance objectives for the Career Education unit which the participant proposes to write. Instructors will judge when objectives are satisfactory.

   Note: These objectives are tentative and may change as the participants develop their career education units.

Instructors: Dr. Russell Bowen, Dr. Les Figa, Dr. Robert Needham, Dr. Edward Miller, Dr. William Rosenberg

Assistant Instructors:
Hazard - Ovetta Basey
Jackson - Sharon Bush

Who Should Attend: All participants who have not been through the IDI.

Number of Participants Per Session: 15-20

Other Information: None

Notes:

CELL NO. 8

TEACHING HUMAN RELATION SKILLS

Purpose: To sensitize participants to the most crucial area of a career.

Performance Objectives:

1. By the end of the cell, each participant will have:
   a. learned new skills to improve interpersonal communication
   b. gain new skills for developing self-awareness in relation to others
   c. gain new skills for observing and understanding human interaction
   d. learned experimental model "learning by doing"
   e. experienced and learned in human relations that which can be transferred to another situation

Instructor: Mrs. Pearl Rutlege

Assistant Instructors:

Hazard	-	Danny Belcher	Jackson	-	James Fugate
		Ida Asher			Amy Fugate
		Leslie Morgan			Ellis Stewart

Who Should Attend: Required of all components.

Number of Participants Per Session: 35

Other Information: None

Notes:

CELL NO. 9

TEACHING DECISION-MAKING

Purpose: To provide participants with a decision-making process which they can utilize in their classrooms.

Performance Objectives:

1. Ninety percent of the participants will be able to identify the three major requirements of skillful decision-making by the end of the instructional period.

2. Ninety percent of the participants will be able to describe the role of values in a given decision-making situation by the conclusion of the instructional period.

3. Ninety percent of the participants will be able to list the four kinds of information required in good decision-making by the conclusion of the instructional period.

4. Ninety percent of the participants will be able to name orally three new pieces of information and learn about self by the conclusion of the instructional period.

5. All participants given a situation demanding a decision will be able to list alternatives, list the sources of information, and complete the decision-making process in writing.

6. Ninety percent of the participants will be able to list and describe four common decision-making strategies.

7. Participants given a decision-making situation, will be able to identify certain decision-making strategies.

Instructor: Mrs. Thelma Whitlock

Assistant Instructors:

Hazard - H. A. Hoskins
Jackson - Elbert Hudson

Who Should Attend: Required of Awareness. Recommended for others.

Number of Participants: Up to 25

CELL NO. 9 (CONT'D)

Other Information:

1. Participants will be engaged in a process of decision-making.

Notes:

CELL NO. 10

PROBLEM SOLVING

Purpose: To provide participants with a problem solving system which they can utilize in their classrooms.

Performance Objectives:

1. Ninety percent of the participants will be able to give orally a systematic procedure for solving problems creatively.
2. Ninety percent of the participants will be able to define, in writing, six problems within their instructional area by the conclusion of the instructional period.
3. Given one of the problems they have defined, the participants will be able to produce, in writing, six possible solutions to the problems by the end of the instructional period.

Instructors: Dr. Clyde O. Craft
Dr. Kenneth S. Hannsson

Assistant Instructors:

Hazard - Ruby Napier
Juckson - William Toler

Who Should Attend: Required of Exploration, Preparation and Guidance. Recommended for Awareness.

Number of Participants Per Session: Up to 25

Other Information: None

Notes:

CELL NO. 11

GUIDANCE CONCEPTS

Purpose: To sensitize the participants to the guidance concepts that are to be integrated into the Career Education units and to show the articulation from grades 1-Adult.

Performance Objectives:

1. Ninety percent of the participants will indicate on a Likert Scale from 1-10 an increased awareness of the importance of teaching a positive self-concept in students after participating in an exercise designed to enhance a positive self-concept.

2. Ninety percent of the participants will indicate, in writing, in priority two guidance goals that they would like to see this upcoming year in their respective schools.

3. Ninety percent of the participants at the conclusion of the session will be able to list, on an evaluation form, at least two ways that the "Guide for Development of Career Guidance" can be used to implement Career guidance in their schools.

Instructors: Dr. Bill Braden
Dr. Don Burchett
Dr. Lola Doane

Assistant Instructors:

Hazard - Charles Lewis
Jackson - Carol Jett

Who Should Attend: Required of all components.

Number of Participants Per Session: 25

Other Information:

1. Lecture will be minimized and activity orientation emphasized.

2. Participants will be given an opportunity to develop performance objectives for guidance goals, design classroom activity, and the method of evaluating activity.

Notes:

CELL NO. 12

OCCUPATIONAL INFORMATION

Purpose: To familiarize participants with the many kinds of career information resources.

Performance Objectives:

1. Each participant will rate, in priority, three sources of occupational information they would like to have available for use in their classrooms.

2. Ninety percent of the participants will be able to demonstrate to the instructor's satisfaction how the DOT can be used by a student seeking information on a particular occupation.

3. Ninety percent of the participants will be able to identify, in writing, at least two ways a school counselor can help them in providing occupational information for the classrooms.

Instructor: Mr. Jack Cole

Assistant Instructors:

Jackson - Charles Glen Wilson
Hazard - Judy Chapman

Who Should Attend: Required for Exploration, Preparation and Guidance. Recommended for Awareness.

Number of Participants Per Session: 25

Other Information:

1. Participants will be given practical exercises in utilizing occupational information.

Notes:

CELL NO. 13

JOB CLUSTERS

Purpose: To show participants that a knowledge of job clusters is helpful in locating and assessing information on careers.

Performance Objectives:

1. Participants will be able to take a list of careers which they will indentify and place the careers in the appropriate job clusters with eighty percent accuracy as judged by the oral responses from participants.

2. Participants will be able to identify at least five career avenues which a student could go into from a particular subject area.

3. Participants will be able to choose a career from a list of five and describe in detail the qualifications necessary, the personality characteristics needed and the life style which the career entails.

Instructor: Mr. William Neal

Assistant Instructor: Hazard - Mable Burkelow
Jackson - Russel Duff

Who Should Attend: Required of all Components

Number of Participants per Session: Up to 25

Notes:

CELL NO. 14

READINGS IN CAREER EDUCATION

Purpose: To provide breadth to participants' concept of Career Education by providing writings of nationally prominent persons in Career Education as well as Directors.

Performance Objectives:

1. Participants will be able to identify at least six of the most authoritative articles, books, or other works dealing with Career Education.
2. Participants will be able to summarize the main theme of at least two selected articles or chapters on Career Education.
3. Participants will write their reaction or response to the positions expressed on the selected articles read.

Instructor: Dr. Albert Spencer

Assistant Instructor: None

Who Should Attend: Required of all participants receiving Eastern Kentucky University credit. Optional for others.

Number of Participants per Session: Up to 25

Other Information:

1. Participants may enter and exit at will.
2. Participants not receiving Eastern Kentucky University credit may attend the cell and omit performance objectives two and three.
3. Participants may check out material overnight.

Notes:

CELL NO. 15

Field Trip

Purpose: To provide the participants a working knowledge of the basic elements of planning, conducting, and evaluating Career Education field trips.

Performance Objectives:

1. Eighty percent of the participants will be able to name three ways that children may be brought into real life experiences with workers in the community by the end of the instructional period.

2. Eighty percent of the participants will be able to name three ways that school children can experience the sights, smells, and sounds of the work environment by the conclusion of the instructional period.

3. Eighty percent of the participants will be able to enumerate three ways that students may become aware of the many varied occupations which exist in their communities by the end of the instructional period.

4. Eighty percent of the participants will be able to enumerate three ways that students can begin to related their work in school to the world of work.

5. Eighty percent of the participants will be able to enumerate five points to consider in preparation for a field trip by the end of the instructional period.

6. Eighty percent of the participants will be able to enumerate three points to make to the persons who will receive the field trip concerning the reasons for the learning experience by the end of the instructional period.

7. Eighty percent of the participants will be able to name three follow-up activites to reinforce observations made during the trip and to evaluate the trip by the end of the instructional period.

Instructor: William Neal

Assistant Instructor:

Who Should Attend: Required of Awareness, Exploration, and Preparation. Recommended for Guidance.

Other Information:

Notes:

CELL NO. 16

HANDS-ON EXPERIENCES (VOCATIONAL SCHOOL)

Purpose: To engage participants in the concept of "Hands-on experiences" by having them "walk-through" the Hazard Area Vocational School and to familiarize them with the curriculum and program of the Vocational School.

Performance Objectives:

1. Participants having been given a tour of total program will be able to list eighty percent of the course offerings.
2. Eighty percent of the participants will be able to identify a more positive or negative attitude toward a given career as a result of the experience.
3. Participants will be able to identify orally five personal characteristics necessary for success in at least five career offerings of the Vocational School.
4. Participants will be able to list accurately the percentage of graduates in each career who are immediately employed and will be able to give beginning salary range within ten percent accuracy.

Instructor: Mr. James King

Assistant Instructor: Supplied by Vocational School

Who Should Attend: Required of Exploration, Preparation, Guidance, Optional for Awareness.

Number of Participants per Session: 25

Other Information:

1. Participants will have numbered tags. Pre-arranged numbers will be called for hands-on experiences after explanation. Summaries of tour will also be called for similarly.

Notes:

CELL NO. 17

THE EVERCHANGING WORLD OF WORK

Purpose:	To cause the participants to be aware of the impact that technology is having on the world of work.
Performance Objectives:	1. Participants will be able to name three examples of how technology is eliminating jobs in the world of work. 2. Participants will be able to explain how these changes in the world of work will affect the environment for the young people who they now teach.
Instructor:	David Kincer
Assistant Instructor:	None
Who Should Attend:	Optional for all components.
Number of Participants Per Session:	25
Other Information:	Participants may enter and exit at will.
Notes:	

CELL NO. 18

VIDEO TAPE OF CAREER EDUCATION IN REGION XII

Purpose: To provide participants with the basic elements of a Career Education Unit by presenting a Video Tape of Career Education activities in Region XII.

Performance Objectives:

1. Participants will be able to identify the following basic elements of a Career Education Unit: Use of a Resourse Person, Role Playing, Field Trip, and Infusion into the subject area.

2. Participants will be able to list three characteristics of the McKnight-McKnight program in the world of construction and the world of manufacturing.

Instructor: David Kincer

Assistant Instructor:

Who Should Attend: Optional for all components

Number of Participants Per Session: 25

Other Information: Participants may enter and exit at will

Notes:

CELL NO. 19

RUDIMENTS OF JOB APPLICATIONS AND RELATED SKILLS

Purpose: To give participants a first hand knowledge of the process of acquiring a job.

Performance Objectives:

1. Eighty-five percent of the participants will be able to name orally six rules of conduct during an interview at the conclusion of the instructional period.
2. Ninety-five percent of the participants will be able to list orally four sources of locating job vacancies at the conclusion of the instructional period.
3. Eighty-five percent of the participants will be able to name orally correct procedures in obtaining personal references.
4. Eighty percent of the participants will be able to list orally the three purposes of a job application at the end of the instructional period.

Instructor: Mr. Jack Blankenship

Assistant Instructor: Hazard--Harold Burchell
Jackson--Kaye Holbrook

Who Should Attend: Required of Preparation and Exploration and Guidance.
Optional for others.

Number of Participants Per Session: 15-20

Other Information:

1. Participants will engage in the actual process of filling an application with Kentucky Power Company.

Notes:

CELL NO. 20

POTENTIAL DROPOUTS

Purpose:	To give participants insights into the causes of dropouts and to explore ways of helping prevent dropouts.
Performance Objectives:	1. Eighty-five percent of the participants will be able to list in writing at least six characteristics of the potential dropout at the conclusion of the instructional period. 2. Eighty-five percent of the participants will list in writing at least three characteristics of the school setting that contributes to school dropouts. 3. Eighty-five percent of the participants will be able to list in writing four reasons given by dropouts for leaving school by the end of the instructional period. 4. Eighty-five percent of the participants will list at least two ways that they or their school can help prevent dropouts.
Instructor:	Mr. Doug Campbell
Assistant Instructor:	Hazard--R. B. Singleton Jackson--David Treadway
Who Should Attend:	Required of Preparation, Guidance, and Exploration. Recommended for Awareness.
Number of Participants Per Session:	Up to 25
Other Information:	1. Participants will be provided an opportunity to interview some actual school dropouts.
Notes:	

CELL NO. 21

A STRATEGY FOR IMPLEMENTING AN ARTICULATED CAREER EDUCATION PROGRAM INTO THE CURRICULUM AND A FUSION APPROACH OF CAREER EDUCATION INTO A SUBJECT MATTER AREA

Purpose: To cause participants to be aware of the four components of Career Education in Region XII and how it all ties together plus showing how Career Education can be fused into regular subject matter.

Performance Objectives:

1. Participants will be able to identify in writing the four main components of Career Education in Region XII and the grade levels at which they operate plus identifying at least two major subgoals of each component.
2. Participants will be able to identify in writing with one hundred percent accuracy the three main goals for students in Career Education.
3. Participants will be able after presentation of a model to isolate a micro or macro unit of work from the subject matter which they teach that is amenable to fusion with Career Education.
4. Participants will be able to identify, after they have selected their micro or macro unit of work, at least three careers which could be related to these units.
5. Participants will be able after they have worked with their micro or macro unit of work to identify three diverse methods of developing the units.
6. Participants will select from a handout appropriate materials and media to develop three units by circling appropriate numberals.

Instructor: Mr. Marvin Lee

Assistant Instructor: Hazard--James Boothe
Jackson--Ted Edmonds

Who Should Attend: Required of Preparation and Exploration. Optional for others.

Number of Participants Per Session: Up to 15

Other Information: None

Notes:

CELL NO. 22

EDUCATION FROM THE VIEWPOINT OF BUSINESS, INDUSTRY, AND GOVERNMENT

Purpose:	To engage participants in dialogue with representatives from business, industry, and government so that each and all can become more mutually supportive.
Performance Objectives:	1. Each participant will ask at least three questions from one of the representatives from business, industry, and government concerning the representative's viewpoint toward the relevancy of public education to their particular fields. 2. Each participant will be able to name orally at least two ways that public education can become supportive of business, industry, and government.
Instructor:	Mr. Francis Mr. Preece
Assistant Instructor:	Hazard--John Quillen Jackson--David Hubbard
Who Should Attend:	Required of Preparation and Exploration. Optional for others.
Number of Participants Per Session:	12
Other Information:	1. Participants may enter and exit at will.
Notes:	

TITLES OF LEARNING CELLS, PERSONS RESPONSIBLE FOR DEVELOPING, AND FOR WHOM INTENDED

*Note: In the column, "For Whom Intended, "A" indicated required of Awareness Participants, "E" means required of Exploration, "P" means required of Preparation participants, "G" means required of Guidance participants, "U" means required of all participants, and "EKU" means those taking credit from Eastern.

For Whom Intended	Titles	Person Responsible
A	(1) Community Resources	Randy Wicker
A	(2) Capitalizing on and integrating Home, School, World of Work, and Church	Randy Wicker
A&E	(3) Resource Person as an Organizing Center and Interview Technique	Randy Wicker
A	(4) Role Playing	Randy Wicker
A	(5) Career Corners	Gordon Cook
A	(6) Involving Parents in Education	Group
U	(7) Performance Objectives	Group
U	(8) Human Relation Skills	Bill Burke
A	(9) Decision Making	Ellis Maggard
E, P, G	(10) Problem Solving	Ellis Maggard
U	(11) Self-Concept and other Guidance Concepts	Bill Burke
E, G, P	(12) Occupational Information	Bill Burke
U	(13) Job Clusters	Bill Burke
EKU	(14) Readings in Career Education	Bill Burke
A, E, P	(15) Field Trips	Ellis Maggard
E, P, G	(16) Hands-On Experiences	Ellis Maggard
Optional	(17) Ever-changing World of Work	Ellis Maggard
Optional	(18) Video Tape of Existing Career Education in Region XII	Ellis Maggard
P, E, G	(19) Job Applications and Related Skills	Gordon Cook
P, E, G	(20) Working with Potential Drop-outs	Gordon Cook
P, E	(21) Fusion Techniques for Subject Matter and Career Education	Gordon Cook
P, E	(22) Education From the Viewpoint of Business, Industry, and Government	Group

Scheduling Your Cells

(1) There are some cells that run for two hours: cell (3) Resource Person as an Organizing Center; (7) Performance Objectives; (8) Human Relation Skills; (9) Decision-Making; (10) Problem Solving; and (16) Hands-On Experiences.

(2) If you need these cells, start your schedule by blocking these in on your scratch schedule.

(3) Participants who have gone through the IDI need <u>not</u> take "Performance Objectives." Participants need <u>not</u> take both Problem Solving and Decision-Making. Only Exploration and Preparation need take Hands-On. Only Awareness and Exploration need take Resource Person as an Organizing Center.

(4) Fill out a scratch schedule. If you find a particular section filled, you will need to find another section open. We have attempted to make the Learning Cells flexible so you can "package" your own workshop.

(5) Although we have recommended some cells as being required, you feel free to change the requirements to meet your needs.

(6) Should you not be able to schedule all you would like, do not worry. Do the best you can. Perhaps if enough want a cell they missed we can have a run on some cells during the second week.

SCRATCH SCHEDULE

8:50- 9:00 am	GENERAL ASSEMBLY			
9:00-10:00am				
10:00-11:00 am				
11:00-12:00 noon				
12:00-1:00 pm	LUNCH			
1:00-2:00 pm				
2:00-3:00 pm				
3:00-3:30 pm	SMALL GROUPS			

LISTING OF CELLS AND THEIR SCHEDULE

Cell No.	Title	Schedule	
1	Community Resources	2:00 - 3:00	Tuesday
		11:00-12:00	Wednesday
		2:00 - 3:00	Wednesday
		11:00-12:00	Thursday
		2:00 - 3:00	Thursday
		11:00-12:00	Friday
2	Capitalizing on and Integrating Home, School, World of Work, and Church	10:00-11:00	Thursday
		11:00-12:00	Thursday
		1:00 - 2:00	Thursday
		2:00 - 3:00	Thursday
		10:00-11:00	Friday
		11:00-12:00	Friday
		1:00 - 2:00	Friday
		2:00 - 3:00	Friday
3	Resource Person as an Organizing Center and Interview Technique	10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
4	Role Playing	1:00 - 2:00	Tuesday
		1:00 - 2:00	Wednesday
		2:00 - 3:00	Thursday
		1:00 - 2:00	Friday
5	Career Corners	1:00 - 2:00	Tuesday
		9:00 - 10:00	Wednesday
		1:00 - 2:00	Wednesday
		10:00-11:00	Thursday
		1:00 - 2:00	Thursday
		9:00 -10:00	Friday
		2:00 - 3:00	Friday
6	Involving Parents in Education	9:00-10:00	Wednesday
		10:00-11:00	Wednesday
		11:00-12:00	Wednesday
		9:00 -10:00	Thursday
		10:00-11:00	Thursday
		11:00-12:00	Thursday
		9:00 - 10:00	Friday
		10:00-11:00	Friday
		11:00-12:00	Friday

LISTING OF CELLS AND THEIR SCHEDULE (CONT'D)

Cell No.	Title	Schedule	
7	Performance Objectives	1:00 - 3:00	Tuesday
		10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
8	Human Relation Skills	1:00 - 3:00	Tuesday
		10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
9	Decision Making	1:00 - 3:00	Tuesday
		10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
10	Problem Solving	1:00 - 3:00	Tuesday
		10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
11	Guidance Concepts	9:00 -12:00	Wednesday
		1:00 - 3:00	Wednesday
		9:00 -12:00	Thursday
		1:00 - 3:00	Thursday
12	Occupational Information	9:00 -12:00	Wednesday
		1:00 - 3:00	Wednesday
		9:00 -12:00	Thursday
		1:00 - 3:00	Thursday

LISTING OF CELLS AND THEIR SCHEDULE (CONT'D)

Cell No.	Title	Schedule	
13	Job Clusters	2:00 - 3:00	Tuesday
		10:00-11:00	Wednesday
		2:00 - 3:00	Wednesday
		9:00 -10:00	Thursday
		2:00 - 3:00	Thursday
		10:00-11:00	Friday
		1:00 - 2:00	Friday
14	Readings in Career Education	1:00 - 3:00	Tuesday
		9:00 -12:00	Wednesday
		1:00 - 3:00	Wednesday
		9:00 -12:00	Thursday
		1:00 - 3:00	Thursday
		9:00 -12:00	Friday
		1:00 - 3:00	Friday
15	Field Trips	1:00 - 3:00	Tuesday
		9:00 -11:00	Wednesday
		1:00 - 3:00	Wednesday
		9:00 -11:00	Thursday
		1:00 - 3:00	Thursday
		9:00 -11:00	Friday
		1:00 - 3:00	Friday
16	Hands-on Experiences	1:00 - 3:00	Tuesday
		10:00-12:00	Wednesday
		1:00 - 3:00	Wednesday
		10:00-12:00	Thursday
		1:00 - 3:00	Thursday
		10:00-12:00	Friday
		1:00 - 3:00	Friday
17	Ever-Changing World of Work	Runs Continuously	
18	Video Tape of Existing Career Education in Region XII	Runs Continuously	
19	Job Applications and Related Skills	10:00-11:00	Thursday
		11:00-12:00	Thursday
		10:00-11:00	Friday
		11:00-12:00	Friday

LISTING OF CELLS AND THEIR SCHEDULE (CONT'D)

Cell No.	Title	Schedule	
20	Working with Potential Drop-outs	10:00-11:00	Thursday
		11:00-12:00	Thursday
		10:00-11:00	Friday
		11:00-12:00	Friday
21	Fusion Techniques for Subject Matter and Career Education	9:00 -11:00	Wednesday
		1:00 - 3:00	Wednesday
		9:00 -11:00	Thursday
		1:00 - 3:00	Thursday
		9:00 -11:00	Friday
		1:00 - 3:00	Friday
22	Education from the Viewpoint of Business, Industry and Government	9:00 -12:00	Wednesday
		9:00 -12:00	Thursday
		9:00 -12:00	Friday

SECOND WEEK

Section III Developing Career Education Programs for Each Local Educational Agency

Introduction

During the past week you have been exposed to Philosophy of Career Education, Concepts of Career Education, and Modules of Career Education. Some you will wish to discard as irrelevant to your particular situation, but we are hoping that you will be able to utilize much in developing Career Education in your particular school which is the main purpose of this second week.

Bowling Green Teachers

We are particularly fortunate in having with us for the first two days of this week several teachers from the Bowling Green City system which has been outstanding in its development of Career Education. They will be working with us as we develop some units of Career Education, explaining how they have done their units.

Grouping of Participants and an Overview

In order to make the work as relevant as possible, participants will be grouped region-wide for portions of the week according to grades which they teach and other criteria.

On Thursday all participants will be grouped according to their respective Local Education Agencies to work out a district plan for Career Education. On Friday our work for the week will be displayed according to the Local Education Agency which we represent; i.e., all Perry County's work together, etc.

Performance Objectives for Teachers for First Three Days

I. Each Teacher Participant is asked to write at least (1) one unit of Career Education according to the Region XII Format. The unit will have at least (6) six of the following (15) fifteen characteristics or elements:

1. The fusion of Career Education with what is normally taught.
2. A community resource person.
3. The use of student interviews.
4. Stated in terminal performance objectives plus enabling objectives.*
5. The teaching of at least one human relation skill related to the world of work.
6. Not less than three guidance concepts.
7. A Career Education field trip.
8. A sub-fused unit on problem solving related to the world of work.
9. A sub-fused unit on decision making related to the world of work.
10. Methods for evaluation.
11. Equipment and materials to be used.
12. Role playing exercise.
13. Communication to parent.
14. List of activities.
15. Visibility.

*Essential in all units.

II. Each Teacher Participant is asked to write a (2) Second unit of Career Education according to the process listed above OR an Overview Paper which should have the following characteristics or elements:

1. Your reaction to the Career Education movement.
2. What needs to be changed in your instructional procedures and how Career Education can help you accomplish these changes.
3. How you can make your subject matter more relevant to the needs of your students.
4. How you can make your subject matter more relevant to the world of work.
5. Ideas concerning how Career Education can function effectively in your system.
6. Your plan for working Career Education through December 31, 1973.

Note: It should be emphasized that the writing and teaching of two Career Education units does not constitute a fully developed Career Education program but instead is a good beginning; thus, the opportunity to write an Overview Paper instead of a second unit was suggested by some of the Career Education Coordinators.

Performance Objectives for Principals for First Three Days

I. Each participant is asked to write a plan for Career Education in his particular school or schools which should include the following:

A. Support for the units which the teachers are writing to include such items as following:

a. Plans for a field trip, if one is called for.
b. Schedule of activities, if they impinge on the total school.
c. Where money is to come from if needed.
d. Supplies and equipment.
e. Plan for contacting community resource person.
f. Etc.

B. Orientation of other faculty to Career Education.

a. System-wide meetings?
b. Local faculty meetings?

C. Involvement of community, home, and church in Career Education.

D. Dates for visits for Regional Career Education Staff.

E. Time when Career Education Teachers can get together to discuss mutual concerns.

F. Any other appropriate items.

Performance Objectives for Guidance Counselors for First Three Days

I. Working with the Division of Guidance Services and the Regional Career Education Staff, each guidance counselor participant is asked to write in performance objectives his guidance plan for the upcoming academic year. This guidance plan will be based on the results of the needs assessment and heavily concerned with Career Education.

AGENDA FOR FIRST THREE DAYS

Monday, July 2

9:00 a.m.	General Assembly in Auditorium	
	Announcements and comments	Owen Collins
9:30 a.m.	Teachers, Principals, and Guidance Counselors	
	Grades 1-6 meet in auditorium . .	Randy Wicker and Teachers from Bowling Green
	Teachers, Principals, and Guidance Counselors	
	Grades 7-14 meet in Room 117 . .	Ellis Haggard, Gordon Cook, and Teachers from Bowling Green
12:00 noon	Lunch	
1:00 p.m.	Continuation of Above Except. . . Principals and Guidance Counselors meet in 124	Bill Burke and Personnel from Bureau of Guidance Services
3:00 p.m.	Small Group Interaction	
3:30 p.m.	Adjourn	

Tuesday, July 3

9:00 a.m. . . . . Continuation of Monday afternoon

12:00 noon . . . . . .Lunch

1:00 p.m. . . . . .Continuation of Forenoon

3:00 p.m. . . . . Small Group Discussion

3:30 p.m. . . . . Adjourn

Thursday, July 5

9:00 a.m. . . . . Teachers Continue as on Monday and Tuesday

Guidance Counselors Work With Teachers in Fusing guidance concepts into Career Education units

Principals work with teachers to know their needs and write your Plan for Career Education

12:00 noon . . . . . Lunch

1:00 p.m. . . . . Continuation of Forenoon

3:00 p.m. . . . . Small Group Discussion

3:30 p.m. . . . . Adjourn

Section IV. Development of Plan for Each Local Educational Agency (LEA)

Organization

All participants--principals, teachers, guidance counselors, supervisors, etc.--meet with your Career Education Coordinator(s) in the same room as you met on Monday of the first week.

Performance Objectives for Day Nine

It is asked that each Local Education Agency develop the following:

1. A display of the Career Education units that have been written by participants from their district.
2. A list of community resource persons to contact within that particular district in implementing the Career Education units.
3. A time schedule for the teaching of the Career Education units for the months September through December.
4. A schedule for visitations by the Career Education Staff to each teacher participant (your Regional Career Education Staff would like to visit each teacher participant at least twice during the fall, preferably during the teaching of the Career Education units.)
5. Plan for orientation of other teachers within the district to Career Education. This may take the form of fall in-service days, faculty meetings, or what have you. Your Career Education Staff does not wish to be in the forefront in this orientation but will gladly assist in developing these orientation sessions.
6. An evaluation meeting of those who have participated in Career Education district-wide, preferably in December.
7. An articulation of clusters within the school and district.
8. A budget.
9. A list of materials and equipment needed.
10. Formulation and/or utilization of a community advisory counsel.
11. Any other items you deem important or necessary in implementing a Career Education Program in your district.

Agenda for Day Nine

Friday, July 6

9:00 a.m.	General Assembly in Auditorium	
	Announcements	Owen Collins
9:15a.m.	Break into LEAs	Career Education Coordinators
12:00 noon	Lunch	
1:00 p.m.	Continuation of Morning Sessions	
3:00 p.m.	Small Group Interaction	
3:30 p.m.	Adjourn	

Day Ten

The purpose of this day is to articulate with the community what we are attempting in Career Education. All Superintendents and Directors of LEAs will be asked to review our work. In addition, leaders in the region from business and industry, service organizations and civic clubs will be invited to see our handiwork as well as hear our plans for the future.

Agenda for Day Ten

Monday, July 9

8:30 a.m.	Visit of Exhibits	
9:00 a.m.	General Assembly in Auditorium	
	Evaluation of Workshop	Owen Collins
	Plans for Career Education in each LEA	

. . . Knott County

. . . Jenkins Independent

. . . Perry County

. . . Hazard Independent

. . . Letcher County

. . . Hazard Area Vocational School

. . . Hazard Community College

. . . Leslie County

10:45 a.m. . . . . Break

11:00 a.m. . . . . Responses by Community Leaders . . . Ellis Maggard, Moderator

11:30 a.m. . . . . Responses by Superintendents. . . and Directors — Elwood Cornett, Moderator

12:00 noon . . . . . Adjourn the Workshop

APPENDIX V

SOME CONSIDERATIONS IN PLANNING AND CONDUCTING

SOME CONSIDERATIONS IN PLANNING AND CONDUCTING INITIAL REGIONAL IN-SERVICE CAREER EDUCATION WORKSHOPS

Introduction

We in Region XII have just concluded a two-week Career Education Workshop which was evaluated highly by most participants. In order to help others who may plan similar workshops our experiences are delineated and other related issues are examined below. In order to make our references meaningful, some background information of our situation is included.

Organizational Relationships

Our project is under the supervision of the Kentucky Valley Educational Cooperative which originally was a brainchild of the Appalachian Educational Laboratory in Charleston, West Virginia. Now the Cooperative is part of the State Department of Education, Frankfort, Kentucky.

Scope of Project

This regional project includes eight counties in rural and mountainous eastern Kentucky: Wolfe, Breathitt, Lee, Owsley, Perry, Letcher, Knott, and Leslie. In addition to the eight county systems of education, also included are the independent city systems of Jenkins, Hazard, and Jackson as well as the Hazard Area Vocational School which has five satellite schools in the region and the Hazard Community College. There are over 31,000 students in the region, K-14, and over 1,300 teachers.

Organization of the Project

The Kentucky Valley Educational Cooperative hired on February 1, 1973, a Career Education Staff consisting of a Project Director, Dr. Owen Collins; Awareness (Grades 1-6) Component Director, Mr. Randolph Wicker; Exploration (Grades 7-9) Component Director, Mr. Ellis Maggard; Preparation (Grades 10-14) Component Director, Mr. Gordon Cook, and Guidance (Grades K-14) Component Director, Mr. William Burke.

In addition, funds were provided each Local Education Agency to hire a Career Education Coordinator one-half time as well as to have two weeks of in-service for all administrative personnel, guidance counselors, and fifteen percent of the classroom teachers.

Synopsis of Activities of Regional Staff to the Two-Week Career Education Workshop

Basically, the Regional Career Education Staff followed a systematic approach of orienting each group of school personnel such as:

1. Orientation of Superintendents and Directors;
2. Orientation of Career Education Coordinators;
3. Orientation of Principals in a special two-day session at Natural Bridge State Park; and
4. Orientation of Career Education Teams.

In addition, the community was oriented on a regional basis prior to the Two-week Career Education Workshop.

Setting the Objectives

Although at first this may seem a simple task, in reality it is perhaps one of the most difficult. Each member of the regional staff will probably have his own perceptions of what the objectives should be. State level agencies will make input. Consultants and resource people add still other dimensions. Frequently there will be concerns voiced which are vague and ill-defined but which must be considered. The difficult task then is to take the stockpile of objectives and distill into a manageable number what should be attempted.

If a project has the time it would be best to let the objectives come from grass roots up, but on a regional basis this procedure would probably be self-defeating, especially if the project is in an area where Career Education is relatively new. In Region XII we relied on the Career Education Coordinators to represent their teachers. Although there is nothing sacred about the sequence for setting objectives which we followed, it is delineated below:

(1) Regional Staff set a tentative list* of objectives based on their reading, visits to other projects, and advice from state level persons.

(2) Tentatively approved by Career Education Coordinators.

(3) Approved by Bureau of Vocational Education, State Department of Education.

Once the objectives are set, the task is to brainstorm effective methods of implementation, which leads to the next topic.

Considerations in Structuring the Workshop

Much of our budget and the success of our project hinged on this important workshop and several concerns were manifested as we planned. Among these concerns were:

*See Appendix 1

(1) Educational workshops in our region have a general reputation for being boring, superficial, poorly planned and a time for professional goofing off.

(2) Most educational workshops in this region have relied on a general assembly and a speaker.

(3) We needed to "sell" teachers on the concepts and possibilities of Career Education.

(4) We had to assume that our audience would need a thorough and basic orientation to Career Education.

(5) We needed to make the workshop interesting, informative, and well- paced.

(6) We needed more than wishful thinking that there would be a relationship from the Workshop to what we hoped would happen in Career Education in classrooms in the fall.

(7) How did we present so many of the entities of Career Education such as role playing, resource person, occupational information, decision making, etc.? Altogether we ended up with twenty-two different entities which were to be presented.

(8) Would there be the danger of these entities becoming encapsulated and the participants not synthesizing their learning experiences?

(9) How was the community to be involved?

(10) How many and what consultants should be used?

(11) Would participants identify with the workshop when it was being planned essentially at the regional level?

(12) How could we demonstrate a model learning structure?

(13) Did we identify in performance terms what was expected of participants?

(14) How could we avoid lecture?

(15) How could we get activity and involvement on the part of the participants?

The Structure of the Workshop

We decided to structure the Workshop into five different sections:

Section I. Philosophy and Concepts

Section II. Modules of Career Education called "Learning Cells"

Section III. Individual Unit Writing and Individual Career Education Plans

Section IV. Overall Career Education Plans by Local Education Agencies

Section V. Communication with Communities

Section I lasted one and one-half days; Section II lasted three and one-half days; Section III lasted three days; Section IV lasted one day and Section V was for one-half day. See Appendix II for a structural schematic.

Description of Philosophy and Concepts Section

Participants were asked to meet the following performance objectives:

1. Each participant will be able to communicate orally at least three reasons why the Career Education movement has come about in our nation.

2. Participants will be able to identify at least three main attitudes, ideas, or viewpoints of business toward education.

3. Each participant will be able to communicate orally at least six concepts of Career Education and how they might be implemented in his particular school.

Although there were several other minor events occuring during this first day and one-half, the major thrust was made by three keynote speakers: Mr. Joel Smith, who dealt with the philosophy of Career Education weaved around concrete examples from the Cobb County Georgia Project and by Mr. Bill Neal who dealt strictly with concepts of Career Education as developed by the Knoxville City Career Education Project where he has been Project Director. In addition, a prominent local businessman gave his perceptions in a major address concerning education from the viewpoint of business. The procedure that was followed on all three of these major addresses was to have the address, break into small groups for interaction, and reassemble to question the speaker.

Evaluation of Philosophy and Concepts Section

In general, the participants rated this section highly: a mean of 9.3 on Quality of Presentation and a mean of 8.7 on Performance Objectives being obtainable. (See Appendix III for the evaluation instrument used for internal evaluation.) There were some comments that the section could have been shortened and some disliked the small groups because they wasted time that could have been used to question the speakers. The speaker from business alienated some participants because of the position he took on various issues. Although there surely will be exceptions, it is the opinion of the writer that most businessmen who speak honestly and straightforwardly will tend to alienate some school personnel because of a basic conflict between the orientation of school personnel from businessmen.

Description of Modules of Career Education
(Learning Cells)

What is Career Education? One could say that Career Education is occupational information, but it is a lot more. One could say that Career Education is guidance but it is a lot more. One could say that Career Education is utilizing community resources, but it is a lot more. One could say that it is learning a decision making skill involving the world at work, but is is a lot more. How does a planning group structure a workshop involving something as complex and encompassing and inter-relating as Career Education?

We considered the alternative of having a consultant who would present to the entire group his "package" on Career Education. This alternative was rejected for the following reasons:

1. Our group of workshop participants included secondary principals, elementary principals, guidance counselors, reading teachers, librarians, and classroom teachers who ranged from secondary to the first grade. It was doubtful that we could obtain any person who could work forcefully, comprehensively, and sensitively with such a disparate group.

2. We desired to emphasize along with the "traditional" concepts of Career Education such as occupational information, a resource person as an organizing center, and guidance concepts, some futuristic ideas such as human relation skills, decision making, problem solving, and performance objectives. For example, we had been hearing that human relation skills were vital in an employee retaining a job yet when we looked for someone to work with us on this particular dimension, it was exceedingly difficult to find an effective consultant. Fortunately, we did find a person who did an excellent job on this concept.

3. We wished to demonstrate that a workshop could be developed that was flexible, that gave participants a choice concerning their learning direction, and that would have some creativity in approach.

Therefore, we settled after much discussion on what we have called the Learning Cells Approach. The following describes what we were attempting in the learning cells; a copy of which was sent to each consultant who was asked to conduct a cell:

Learning Cells Approach

1. CREATIVE presentations. Lecture should be avoided. Multi-media presentations are encouraged.

2. SKILL oriented. Learning cells should attempt to teach a skill(s) in most cases; for example, the cell on role-playing should teach participants the skill(s) necessary to utilize role-playing in their classrooms.

3. PERFORMANCE oriented. Each learning cell needs performance objectives which clearly communicate what is expected from participants.

4. ACTIVITY oriented. Participants should be involved to a high degree in the learning process within each cell.

5. HANDOUTS. A summary sheet of the main points or an appropriate schematic is encouraged.

6. EVALUATION. Each instructor needs to gear this in, although it need not be formal. A brief oral check may be sufficient to see if participants achieved desirably.

It was further decided that each learning cell would be developed fully according to a prescribed format which would be given to the participants so that they would have a sharp overview of a particular cell before they signed up for it. This format included:

1. Title of Learning Cell
2. Purpose
3. Performance Objectives
4. Instructors
5. Assistant Instructors
6. Who Should Attend
7. Number of Participants Per Session, and
8. Other Information

See Appendix IV for a sample Learning Cell.

Procuring Consultants

One of the issues with which we wrestled concerned whether we used in-region personnel in the teaching of these learning cells or outside-the-region. After much discussion, it was decided that we would have greater impact by using out-of-the region consultants.

The logistics of finding high caliber consultants to conduct a given learning cell was no small difficulty. Finding a suitable consultant, explaining what we had in mind, and negotiating fees and other support services were time consuming. In many cases a return visit was necessary.

Some cells developed quickly but others for various reasons developed more slowly. Those with which we had the most difficulty included human relation skills, decision-making, problem-solving, and fusion techniques for subject matter into Career Education. Probably one of the chief reasons for slowness of these latter cells is that they seem to be relatively new ideas to "traditional" Career Education.

Expense of Consultants

We were able to bring in consultants from Morehead State University, Eastern Kentucky State University, Bureau of Vocational Education, State

Department, Department of Guidance Services, State Department, Pikeville City Career Education Project, and Knoxville City Career Education Project in Tennessee for slightly over Four Thousand Dollars for 3 1/2 days. Of course, we received the services from the Bureau of Vocational Education and the Division of Guidance Services free for the asking. And we saved money also by offering graduate credit for the Workshop in a consortium arrangement between Eastern Kentucky State University and Morehead State University which enabled us to obtain free instructional services from these universities because participants paid tuition directly to the universities for their graduate credit. Thus, we were able to accomplish much consultant-wise at a reasonable cost.

Evaluation of the Modules or Learning Cell Approach

This section received the following mean ratings by participants:

Creativity of Presentations, 8.9;
Skill Orientation, 8.6;
Performance Oriented, 8.9;
Activity Oriented, 8.6;
Quality of Hand-outs, 8.2; and
Quality of Evaluation, 7.7.

Effective consultants; manageable topics; some creative presentations; involvement of participants; the general format; all of these are factors that probably contributed to a favorable response on part of the participants.

On the other hand, some cells were not as effective as others and not all consultants were of superior quality. But the fact that at least three Local Educational Agencies plan to use a Learning cells Approach or a modification for their fall in-service days indicates to a degree its effectiveness.

Description of Section III:

Individual Unit Writing and Individual Plans for Career Education

We considered it very important to our Career Education Program to develop in each participant a sense of commitment to Career Education, something tangible, something that would tie him to Career Education, whether he was a classroom teacher, a principal, a guidance counselor, a reading teacher or some other school functionary. We settled on the idea of asking each participant to put in writing this commitment; they were to make two copies, one for them and one for us.

It was relatively easy to design for classroom teachers; very simply we wanted a unit of Career Education fused with their subject matter and a second unit or an Overview Paper which reflected on the Career Education movement and involved them in greater perspective than the writing of a single unit. A complete listing of the performance objectives for classroom teachers is found in Appendix V.

Principals, guidance counselors, supervisors, librarians, and other school personnel presented a different problem. Obviously we could not ask principals to write teaching units as we did the classroom teachers. Therefore, we went to an open-ended format and simply asked that each participant, other than classroom teachers, write their Career Education plans through December 31, 1973. Although some suggestions were made for what might be included in the plans (see Appendix XII for suggestions for principals), this open-ended assignment created some anxiety among the participants who were not classroom teachers and they begin to ask for special interest group meetings such as principals together, guidance counselors together, librarians together, etc. Of course, we responded to this request and in general this proved to be quite effective as they shared ideas and concerns about what they could individually and collectively do to implement Career Education this fall. The Principals group meeting was particularly successful.

The classroom teachers were assisted in writing their units by eight teachers from a system that had already implemented Career Education. It is especially important to individualize this unit writing. Put in other words, a secondary teacher who teaches math and science will not normally relate effectively to an elementary teacher who has taught Career Education. Altogether we had eight classroom teachers representing various subject matter areas at various levels. Their main task was to help the teacher participants in our workshop fuse subject matter with concepts of Career Education. A word of caution: teachers who have taught according to a certain format in a system will tend to utilize their format and their approach when they serve as teacher consultants. If one intends to have a distinctive focus or format, it is wise to orient fully all teacher consultants and for that matter all consultants as to what one intends. Even after orientation, however, strong monitoring of teacher consultants and consultants is necessary.

Evaluation of Section III: Individual Unit Writing and Plans

Participants rated Section III was follows: Helpfulness of Teacher Practitioners, a mean of 9.4251; Helpfulness of Consultants, 9.1676; and Helpfulness of Regional Staff, 9.1257. Criticisms of this particular section can be classified into two categories: first, there was confusion between the format which the Regional Staff had developed and the format which the teacher practitioners were using. It so happened that the teacher consultants used a format that was simple and clean-cut. However, in Region XII we wish to have our own focus and there were some ideas and concepts such as human relation skills, decision-making, problem solving, and performance objectives which added to the complexity of our unit. Second, some participants had difficulty relating the learning cells to their unit writing. Although this problem was addressed several times in general assembly, it apparently was not comprehended by all of the participants. Probably, more overt effort needs to be made to integrate the learning cells into unit writing. It was suggested by one of our consultants that we develop a model or sample unit of how these learning cells could be so integrated and this is being done for our next workshop.

Description of Section IV:
Writing of Plans for Each Local Educational Agency

Performance objectives for this section may be seen in Appendix XIII. Each of the Local Educational Agencies was under the direct responsibility and authority of the Career Education Coordinator for this section. The size of the groups of participants in the LEAs ranged from fifty-one (51) to four (4).

Some of the activities which were visible included arranging the exhibits and other materials they had developed during the workshop; preparation of the Local Educational Agency's plan for Career Education through December 31, 1973; discussion of various topics such as fall in-service days for other teachers in their Local Educational Agency that were not in the Workshop; scheduling the teaching of the Career Education units; preparation for the presentation for the final day; meanwhile, a few participants finished up units which they had been writing.

In general, this day as well as much of the other workshop, seemed to be directly correleated to the attitude and leadership of the Career Education Coordinator in a particular Local Educational Agency. If the Coordinator was positive and forceful and exerted effective characteristics of leadership, then the Local Educational Agency's participants showed effective involvement and participation. Although there were no instances of negative or poor leadership there were differences in the quantity and quality of work produced by the Local Educational Agencies. For example, one particular Local Educational Agency worked three hours beyond what was expected on this particular section of the Workshop.

Evaluation of Section IV

This section was rated highly by participants, although there were some complaints. One complaint indicated there was too much emphasis on visibility; but it was amazing to see how a pace-setting Local Educational Agency tended to pull others up to its level of performance. Also, there were some comments that adequate time was not given to the development of Local Educational Plans for this coming fall. However, this was alleviated to some degree by the steering committee indicating that a Local Educational Agency may have a time delay in turning in the completed plan. In short, we said it would be satisfactory if the regional staff received a copy of the Local Educational Agency's Plan before school began in the fall.

Description of Section V:
Communication with the Communities

This was the weakest section of the workshop. To be sure, we had oriented on a regional basis approximately thirty-five (35) persons--community leaders, civic club representatives, school board members--prior to the beginning of the Workshop. One of the chief purposes of

this orientation meeting was to invite them to visit the Workshop on its final day to hear the plans for Career Education by each Local Educational Agency and to view the exhibits which included the units written during the Workshop. An announcement was also put on the local radio station that the Career Education Workshop was having open house on the last day. Response from the community was very meager indeed.

However, during the course of the Workshop fifteen (15) representatives from business, government, and industry were utilized as resource persons, primarily in the learning cells. Their response was enthusiastic and contributory to much of our success. Therefore, there is an implication concerning involvement of the community which will be examined below under the next topic "Conclusions and Recommendations."

Conclusions and Recommendations

1. Avoid the overuse of large group assemblies. However, a discreet use of the same lends unity, cohesion, and is particularly effective in generating the tone and posture for the entire workshop.

2. Use considerable care in choice and monitoring of consultants. An ineffective consultant can torpedo a well-conceived workshop. Even after they are selected and even after they are in the workshop they must be closely monitored so that they will do what is intended. Generally one needs to be quite specific concerning what is intended.

3. The use of consultants from various projects compounds the difficulty of effective monitoring and management. However, variegated Career Education experiences adds to the richness and breadth of ideas for participants.

4. Consultants should be explicitly told in writing what to expect and is allowable concerning their fees, room accommodations, and expenses.

5. Breaking a complex issue, such as Career Education, into segments and having modules of learning has proven to be successful in our case. Care should be taken, however, to synthesize these modules into a meaningful whole.

6. Providing participants an opportunity to make choices concerning the "packaging" of their workshop and being sensitive to feedback creates a favorable attitude among participants.

7. It is faulty to assume that a group of participants will have a uniform outlook toward education and a uniform set of needs. For example, elementary teachers do not perceive Career Education the same or even similarly to secondary teachers. Also, principals have a distinctive construct of outlook as do guidance counselors and librarians. Providing time when these special groups can meet to discuss common concerns and needs contributes to the success of the workshop.

8. Participants need to be challenged and positively reinforced that what is being attempted can be accomplished.

9. Leadership of the subgroups must be identified, developed, and recognized.

10. What is expected of participants should be identified and communicated-preferably in performance objectives-but care should be taken to insure flexibility so a participant may develop an alternate course of action.

11. It is very important that the Workshop identify a long range purpose and develop a tie-in between its activities and this long range purpose. In our case we insisted that each participant put in writing and give us a copy of what they would be doing in Career Education through December 31, 1973. The fact that it is in writing indicates a commitment that we would have not had without being insistent.

12. A subgroup, or subgroups, within the workshop will be the pacesetter and by discreet references to the pacesetters, other subgroups will tend to increase the quantity and quality of performance.

13. The community can best be involved, not by asking them to attend an open house, but by identifying specific functions for them. For example, one may never be able to get the manager of an A&P store to visit an open house but this same person may welcome and relish an opportunity to be interviewed as a resource person.

14. Arranging for consortium graduate credit creates management problems but adds to the impact of the Workshop.

15. Two weeks seems to be an appropriate length of time to have an effective Workshop which involves major attitudinal change on the part of participants.

The section of the in-service on Career Education unit development will be devoted primarily to providing teachers with the experiences of developing Career Education units utilizing the skills learned in previous in-service activities. The units developed will be taken back to the school for implementation and dissemination. Specifically, this section of the in-service will:

19. Develop an articulated comprehensive career education program, grades K-14 by using C.C.E.M. (Comprehensive Career Education Model); and
20. Create an awareness of individual student differences by developing career education units that will involve all students;
21. Develop the concept "There is dignity in all work";
22. Develop a comprehensive placement and follow-up plan for students;
23. Develop a Career Education interview technique; and
24. Cause teachers to begin a career education related materials resource file.

Appendix I

REGION 12 CAREER EDUCATION IN-SERVICE

Curriculum development is not a crash program. The process is slow and methodical. Each step must be carefully articulated with the previous one. For these reasons, the program development is so designed to allow for steady continuous growth.

In order for teachers to be able to develop curriculum that meets the needs of students, those teachers must first possess certain characteristics. Significant characteristics include a positive attitude toward the concept of Career Education, a working knowledge of careers and career preparation, the techniques for implementing the Career Education concepts, and experiences involving numerous careers as well as career-oriented instruction.

The purpose of the Career Education in-service is to assist teachers in acquiring the attitudes, knowledge, techniques and experiences necessary to implement Career Education in Region 12. The Career Education in-service for curriculum development employs a gradual transition from theory of curriculum development to principles of Career Education to practice in Career Education unit development.

The section of the in-service devoted to the theory of curriculum development will provide, primarily, attitude development and a process or technique for systematic curriculum development. Specifically, this section of the in-service will:

1. Develop an open attitude to curriculum change;
2. Develop the ability to define a curriculum or instructional problem
3. Develop the ability to analyze the setting of a problem;

4. Develop the ability to organize for managing the solution to a problem;
5. Develop the competencies for the integration of Career Education into the content areas;
6. Develop the skill for writing performance objectives;
7. Develop a decision-making process;
8. Demonstrate the techniques of utilizing small and large group interaction;
9. Develop the skills necessary for the production of career education units; and
10. Develop an understanding of the need of curriculum development.

The section of the in-service on the principles of Career Education will be devoted primarily to providing teachers with the knowledge of careers and the concepts of Career Education. Specifically, this section of the in-service will:

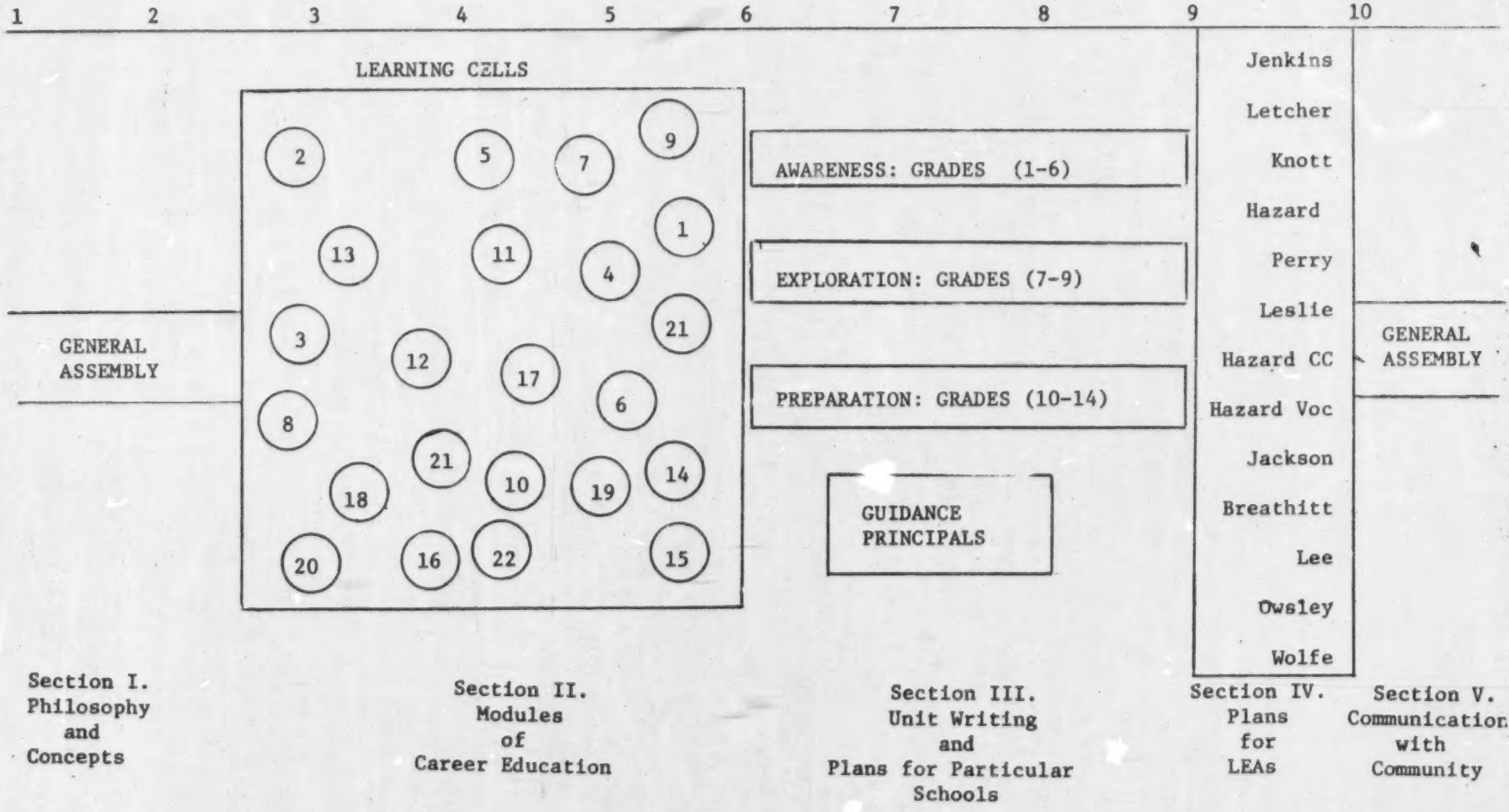
11. Orient teachers to the concepts and philosophy of Career Education;
12. Develop an understanding of what would be a relevant curriculum;
13. Cause teachers to know the job clusters;
14. Develop in teachers a working knowledge of occupational information materials;
15. Provide teachers with the expertise to capitalize on home, school, and community as learning settings;
16. Enable teachers to locate and utilize community resources;
17. Develop the expertise to relate learning experiences to the skills needed for a career; and
18. Develop the concept that students must prepare for a mobile society.

OVERVIEW

CAREER EDUCATION

TWO-WEEK WORKSHOP

Region XII, Summer, 1973



APPENDIX III

EVALUATION OF CAREER EDUCATION WORKSHOP

Summer 1973

Region XII

Directions: Please indicate on the scales below your evaluation of the workshop.
Additional comments by participants will be helpful.

Section I: Philosophy and Concepts (circle one) (10 is the highest score)

Quality of Presentations: 1 2 3 4 5 6 7 8 9 10

Performance Objectives Attainable: 1 2 3 4 5 6 7 8 9 10

Recommendations:

Section II: Modules of Career Education

Creativity of Presentation: 1 2 3 4 5 6 7 8 9 10

Skill Oriented: 1 2 3 4 5 6 7 8 9 10

Performance Oriented: 1 2 3 4 5 6 7 8 9 10

Activity Oriented: 1 2 3 4 5 6 7 8 9 10

Quality of Hand Outs: 1 2 3 4 5 6 7 8 9 10

Quality of Evaluations: 1 2 3 4 5 6 7 8 9 10

Recommendations:

Section III: Developing Units and Plans for Particular Schools

Helpfulness of Teacher Practitioners: 1 2 3 4 5 6 7 8 9 10

Helpfulness of Consultants: 1 2 3 4 5 6 7 8 9 10

Helpfulness of Regional Staff: 1 2 3 4 5 6 7 8 9 10

Recommendations:

Section IV: Developing Career Education Plan for LEAs

Recommendations:

Section V: Communication with Community

Recommendations:

APPENDIX IV

Cell No. 16

HANDS-ON EXPERIENCES (VOCATIONAL SCHOOL)

Purpose:	To engage participants in the concept of "Hands-on experiences" by having them "walk-through" the Hazard Area Vocational School and to familiarize them with the curriculum and program of the Vocational School.
Performance Objectives:	1. Participants having been given a tour of total program will be able to list eighty percent of the course offerings. 2. Eighty percent of the participants will be able to identify a more positive or negative attitude toward a given career as a result of the experience. 3. Participants will be able to identify orally five personal characteristics necessary for success in at least five career offerings of the Vocational School. 4. Participants will be able to list accurately the percentage of graduates in each career who are immediately employed and will be able to give beginning salary range within ten percent accuracy.
Instructor:	Mr. James King
Assistant Instructor:	Supplied by Vocational School
Who Should Attend:	Required of Exploration, Preparation, Guidance, Optional for Awareness.
Number of Participants Per Session:	25
Other Information:	1. Participants will have numbered tags. Pre-arranged numbers will be called for hands-on experiences after explanation. Summaries of tour will also be called for similarly.
Notes:	

Appendix V

Performance Objectives for Teachers for Unit Writing

I. Each Teacher Participant is asked to write at least one (1) unit of Career Education, according to the Region XII Format. The unit will have at least six (6) of the following fifteen (15) characteristics or elements:

1. The fusion of Career Education with what is normally taught.
2. A community resource person.
3. The use of student interviews.
4. Stated in terminal performance objectives plus enabling objectives.*
5. The teaching of at least one human relation skill related to the world of work.
6. Not less than three guidance concepts.
7. A Career Education field trip.
8. A sub-fused unit on problem solving related to the world of work.
9. A sub-fused unit on decision-making related to the world of work.
10. Methods of evaluation.
11. Equipment and materials to be used.
12. Role playing exercise.
13. Communication to parent.
14. List of activities.
15. Visibility.

* Essential in all units.

II. Each Teacher Participant is asked to write a second unit of Career Education according to the process listed above OR an Overview Paper which should have the following characteristics or elements:

1. Your reaction to the Career Education movement.
2. What needs to be changed in your instructional procedures and how Career Education can help you accomplish these changes.
3. How you can make your subject matter more relevant to the needs of your students.
4. How you can make your subject matter more relevant to the world of work.
5. Ideas concerning how Career Education can function effectively in your system.
6. Your plan for working Career Education through December 31, 1973.

Note: It should be emphasized that the writing and teaching of two Career Education units does not constitute a fully developed Career Education Program but instead is a good beginning; thus, the opportunity to write an Overview Paper instead of a second unit was suggested by some of the Career Education Coordinators.

APPENDIX VI

CAREER EDUCATION TEAM EVALUATION

CAREER EDUCATION TEAMS' EVALUATIONS

FIRST YEAR PROGRAM (February 1, 1973 to February 1, 1974)

Region XII

Introduction

The following internal evaluation was conducted by the Regional Career Education staff in conjunction with the Career Education Coordinators in each local educational agency in December, 1973. (One local educational agency did not have their evaluation until January, 1974.) The main purpose of the evaluation was to furnish to the Regional Career Education Staff input concerning the first year programs so that "re-directions" could intelligently take place in the second and third years of the program.

The Instrument

The instrument was developed by the Regional Career Education staff and was geared specifically to the activities of the first year's program. It provided for some objective ratings on various items and areas for open-ended comments by participants. Time would not allow for it to be validated.

Procedures In Administration

One or more members of the Regional Career Education staff and the local Career Education Coordinator met with the members of the Career Education Team in each Local Educational Agency. Efforts were made to have an informal climate so as to encourage participants to verbalize their true feelings concerning the program. Normally, these meetings occurred late in the school day, or in some cases after school. Participants were not reimbursed in any way.

Findings

Following are the instruments used: one for the principals and one for the teachers. The instruments are identical to those given to participants with the addition of the number of respondents near the top of the instrument and the regional mean for each item on the right hand column directly following the item.

Directly following the objective items are tables with additional comments from principals and additional comments from teachers.

CAREER EDUCATION IMPLEMENTATION EVALUATION

I. Directions

Principals Number = 34 Principals

The following form is intended to evaluate the success of the implementation of Career Education in Region XII. Your responses will assist the Regional Staff in "re-direction activities" that will be beneficial to your program. Please do not hesitate to give your "straight-forward" feelings.

Each item is to be rated on a 1 thru 7 numerical rating scale. A description is assigned to each numeral on the rating scale as follows:

1	2	3	4	5	6	7
unsatisfactory	poor	below average	average	above average	excellent	superior

After each statement find the numerical rating and draw a circle around the one that best expresses your attitude toward the statement. If you cannot express your attitude numerically, please use the space in between items for comments.

II. Rating Items

	Regional Mean
A. The Natural Bridge Principals Workshop on Career Education provided me with a background of the philosophy and concepts of Career Education that is best expressed as-- 1--------2--------3--------4--------5--------6--------7	5.8
B. The Two-Week Career Education Workshop provided me with a background of the principals role in implementing Career Education in the building that is best expressed as-- 1--------2--------3--------4--------5--------6--------7	5.2
C. The teachers in my building have implemented Career Education units into their setting that I feel can be rated as-- 1--------2--------3--------4--------5--------6--------7	4.8

D. The school system's in-service days have been beneficial in providing additional career education implementation information that is best expressed as--

1--------2--------3--------4--------5--------6--------7 5.6

E. The Regional Staff's assistance to me in their visits to the building could be expressed as--

1--------2--------3--------4--------5--------6--------7 5.9

F. My knowledge of career education concept and skill, instructional strategies and fusion units allow me to implement career education at the following rating--

1--------2--------3--------4--------5--------6--------7 5.5

G. The teachers attitude toward implementing career education units might best be expressed by the following rating--

1--------2--------3--------4--------5--------6--------7 5.6

H. As a result of Career Education the parents or resource persons attitude toward coming to the school to share in the education of the students could best be expressed by the following rating--

1--------2--------3--------4--------5--------6--------8 5.3

I. The children's attitude toward career education might best be expressed by the following rating--

1--------2--------3--------4--------5--------6--------7 5.7

J. Career education's influence on relevant education has been--

1--------2--------3--------4--------5--------6--------7 5.3

K. Career education's influence on teacher enthusiasm has been--

1--------2--------3--------4--------5--------6--------7 5.3

L. Career education's influence on change in structional style has been--

1--------2--------3--------4--------5--------6--------7 4.7

M. Career education's influence on public relations has been--

1--------2--------3--------4--------5--------6--------7 5.0

N. Career education's influence on student enthusiasm has been--

1--------2--------3--------4--------5--------6--------7 5.3

O. Career education's influence on need for additional materials has been--

1--------2--------3--------4--------5--------6--------7 5.1

P. Career education's influence on need for additional planning time has been--

1--------2--------3--------4--------5--------6--------7 6.5

Q. Career education's influence on need for curriculum change has been--

1--------2--------3--------4--------5--------6--------7 6.5

TABLE 1

ADDITIONAL COMMENTS

PRINCIPALS

N=34

COMMENTS	FREQUENCY
Need to involve more teachers	18
Need more materials	8
Need released time for planning	7
Teachers, Students, and parents enthusiastic	5
Need more local in-service training	5
An excellent program	4
Has improved school program	3
Teaching 2 units by Christmas caused much pressure	2
Need a system for sharing units	2
Regional staff should work with extra building staff and not just a few	2
Principals need help on implementation	1
Workshop was great	1
Nothing new to us	1
Need more support from central office	1
Need to visit other school systems	1

CAREER EDUCATION IMPLEMENTATION EVALUATION

I. Directions

Teachers Number = 139

The following form is intended to evaluate the success of the implementation of Career Education in Region XII. Your response will assist the Regional Staff in "re-direction activities". Please do not hesitate to give your "straight-forward" feelings.

Each item is to be rated on a 1 thru 7 numerical rating scale, A description is assigned to each numeral on the rating scale as follows:

1	2	3	4	5	6	7
unsatisfactory	poor	below average	average	above average	excellent	superior

After each statement find the numerical rating and draw a circle around the one that best expresses your attitude toward the statement. If you cannot express your attitude numerically, please use the space between items for comments.

II. Rating Items

	Regional Mean
A. The two-week workshop provided me with a background in career education philosophy and concepts that is best expressed as-- 1--------2--------3-------4-------5-------6--------7	5.5
B. The two-week workshop provided me with a background in unit development that is best expressed as-- 1--------2--------3-------4-------5-------6--------7	5.1
C. I have been able to fuse career education concepts and skills with subject area concepts and skills that is best expressed as-- 1--------2--------3-------4-------5-------6--------7	5.1
D. I have been able to acquire resource persons for my units at a level expressed as-- 1--------2--------3-------4-------5-------6--------7	4.9
E. I have been able to acquire needed instructional materials to use in my units at a level expressed as-- 1--------2--------3-------4-------5-------6--------7	4.3

		Regional Mean
F.	The students in my class, involved in career education activities have developed an attitude toward school that could best be expressed as-- 1--------2--------3--------4--------5--------6--------7	5.0
G.	The school system's in-service days have been beneficial in the implementation of career education that is best expressed as-- 1--------2--------3--------4--------5--------6--------7	4.8
H.	The Regional Staff's assistance through visitations, consultations, and support activities could best be expressed as-- 1--------2--------3--------4--------5--------6--------7	4.9
I.	The student involved in the career education unit has learned the subject area concepts and skills at a level expressed as-- 1--------2--------3--------4--------5--------6--------7	5.0
J.	The community's interest in career education activities in the school can best be expressed as-- 1--------2--------3--------4--------5--------6--------7	4.4
K.	The parents' of the children in the school have shown their interest and attitude toward career education at the following rating-- 1--------2--------3--------4--------5--------6--------7	4.4
L.	My fellow-workers attitude toward career education, who were not in the workshop, could best be expressed as-- 1--------2--------3--------4--------5--------6--------7	4.2
M.	My attainment of the objectives for career education in the system can best be expressed as-- 1--------2--------3--------4--------5--------6--------7	4.7

TABLE 2

ADDITIONAL COMMENTS

TEACHERS

N=139

COMMENTS	FREQUENCY
Need to involve more teachers	58
Need more materials	34
An excellent program	28
Need released time for planning	21
Need more local in-service training	15
Need more parent and community involvement	11
Need more support from administration	10
Need more student field trips	7
Need a system for sharing units	6
Need more hands-on experiences	6
The regional staff is great	5
Workshop was great	5
Teaching 2 units a semester caused too much pressure	4
Need to visit other school systems	4
Must not over-kill Career Education	4
Disagree that 2 units is too much	3
Extra pay for C.E. teachers	3
Need a coordinator in each school	3
More visits by regional staff	3
Need more help from counselor	3
Need more coordination to prevent duplication	3
Need more publicity	3
Students really don't expect to work	3
Too much work	3
Need longer class periods	2

APPENDIX VII

STUDENT EVALUATION

CAREER EDUCATION EVALUATIONS BY STUDENTS

FIRST YEAR PROGRAM (February 1, 1973 to February 1, 1974)

REGION XII

Introduction

The following student evaluation of the Regional Career Education program was conducted by the Regional Career Education staff in cooperation with the Career Education Coordinators in selected local educational agencies in January, 1974. The main purpose of the evaluation was to furnish to the Regional Career Education staff a sampling of student reaction to the first year program so that "redirections" could intelligently take place in the second and third years of the program.

The Instrument

The instrument was developed by the Regional Career Education staff and was geared specifically to the activities of the first year's program.

Due to the vocabulary difficulties, two instruments were developed: one for high school students and one for elementary level students; both instruments had a series of items with "yes" or "no" responses. In addition, the high school instrument contained a series of items with a 5.0 scale from strongly agree to strongly disagree.

Procedures In Administration

A member of our Career Education staff or a teacher in the local Educational Agency administered the instruments. No effort was made to pick the better class or better teachers. Classes were picked primarily on criteria of time and day. Instruments were administered and collected as soon as students finished.

Findings

The number sampled were 150 in high school and 176 in elementary school. The responses to the "yes", "no" items were reported as percentages. In addition, the responses in the high school instruments for the scale of "strongly agree" to "strongly disagree" are reported as means toward the desired response as perceived by the Regional Career Education staff. For example, the desired response may be "strongly agree" on some items whereas it may be "strongly disagree" on other items. A high mean (4.0 or above) indicates a strong showing of the program in influencing students on that item. A low mean (3.0 or below) indicates a weak showing of the program on that item. Finally, occasionally a mean around 3.0 indicates ambiguity of an item.

CAREER EDUCATION QUESTIONNAIRE

HIGH SCHOOL

Number = 150

		Percentage	
1.	Are you aware of a program or project which exists in your school called "Career Education" or the "world-of-work"?	Yes (82%)	No (18%)
2.	In some of your classes, do you discuss or read about different jobs or careers which are related to those classes?	Yes (87%)	No (13%)
3.	Have persons from outside of school visited and talked in your classes about different jobs or careers which are related to your classes?	Yes (73%)	No (27%)
	Do you feel such experiences were worthwhile?	Yes (83%)	No (17%)
4.	Because of the program, have you seen a more realistic relationship between your classes and your future plans or between your classes and the job world?	Yes (83%)	No (17%)
	If yes, do you think the classes have been more interesting?	Yes (78%)	No (22%)
5.	In some of your classes have you discussed or read about the importance of how to get along with other persons in the job world?	Yes (88%)	No (12%)
6.	Have you or members of your class gone out into the community to observe people at work or discuss jobs or careers?	Yes (35%)	No (65%)
7.	Has the career education program caused you to think about what you want to do when you get out of school?	Yes (87%)	No (13%)
8.	Have you received information on how to either locate a job, conduct yourself in a job interview, or complete a job application?	Yes (75%)	No (25%)
9.	Has Career Education prompted you to move on your own initiative to seek information about a job or career?	Yes (69%)	No (31%)

Please answer the following question by circling how you feel about it. Circle only one response.

SA If you strongly agree with the statement
A If you, for the most part, agree with the statement
U If you are undecided about the statement
D If you, for the most part, disagree with the statement
SD If you strongly disagree with the statement

							Mean
10.	I like to study about the world of work.	SA	A	U	D	SD	3.9
11.	Interviewing people about their work is helpful.	SA	A	U	D	SD	4.0
12.	Everyone's job is important.	SA	A	U	D	SD	4.4
13.	Making a lot of money is the most important thing about a job.	SA	A	U	D	SD	3.2
14.	My studies seem to "fit in" with my studies about the world of work.	SA	A	U	D	SD	3.3
15.	Changing jobs often is OK if it gets you more money.	SA	A	U	D	SD	3.0
16.	People must learn to get along with each other and work well together in order to be good workers on the job.	SA	A	U	D	SD	4.8

CAREER EDUCATION QUESTIONNAIRE

ELEMENTARY SCHOOL

Number = 176

DIRECTIONS: Please read each question carefully and circle either yes or no.

		Percentage	
1.	I like studying about the world of work.	Yes (98%)	No (2%)
2.	We have interviewed people about their jobs.	Yes (84%)	No (16%)
3.	In my classes, we have talked or read about peoples' jobs.	Yes (95%)	No (5%)
4.	Working is important.	Yes (96%)	No (4%)
5.	We have talked to people working in our school about their jobs.	Yes (44%)	No (56%)
6.	I want to be prepared to get a good job.	Yes (99%)	No (1%)
7.	I think being happy in a job is more important than making a lot of money.	Yes (81%)	No (19%)
8.	Everyone's job is important.	Yes (94%)	No (6%)
9.	There is a program in my school called "Career Education" or the "world-of-work".	Yes (95%)	No (5%)
10.	In school we have learned things which will help me when I get a job.	Yes (95%)	No (5%)
11.	I have told my parents that we study jobs at school.	Yes (73%)	No (17%)
12.	People should learn to get along with each other and work well together in order to be good workers.	Yes (98%)	No (2%)
13.	I think teachers should teach about jobs.	Yes (93%)	No (7%)
14.	Have you visited with someone or places outside of school and learned about jobs.	Yes (61%)	No (39%)
15.	Learning about jobs has helped me to see that my school subjects are important.	Yes (95%)	No (5%)

APPENDIX VIII

COMMUNITY EVALUATION

CAREER EDUCATION EVALUATION

REGION XII

PARENT SURVEY

Introduction

The main purpose of the Parent Survey was to sample parents' opinions concerning the impact of Career Education in Region XII. We wish to know the amount and kind of impact which the Career Education program had had on parents so that we could intelligently redirect our efforts for the second and third years of the program. It should be kept in mind that parents in Region XII are normally not involved with the school programs as would be typical in suburban or city schools in the nation.

The Instrument

The instrument was developed by the Regional Career Education staff and consisted of simply worded items calling for yes or no responses. Time did not allow for the instrument to be validated.

Procedures in Administration

The instrument was given to the students who were administered the student questionnaire mentioned previously in this report. They were asked to take them home to their parents and to return them the following day.

Findings

A total of 183 parents out of a possible 326 returned the parent survey instrument. Findings for each item in percentages is found below.

CAREER EDUCATION

PARENT SURVEY

Number = 183

The schools in your county are involved in a Program called Career Education. The purpose is to make school more meaningful and to assist them in learning more about the world of work earlier in life.

		Percentages	
1.	Have you received any information or have you been aware that the program exists?	Yes (66%)	No (34%)
	If you know about the program, is your attitude favorable toward it?	Yes (94%)	No (6%)
2.	Do you think students need to be exposed to different types of jobs, as part of their regular school program?	Yes (97%)	No (3%)
3.	Have you, or do you know someone who has, talked to students about their jobs at school?	Yes (36%)	No (64%)
4.	Do you know of any teachers that have taken students out of school to talk to someone about jobs?	Yes (33%)	No (67%)
5.	In the past, do you think schools have paid too much attention to students going on to college?	Yes (31%)	No (69%)
6.	If a student wants to get a job when he leaves high school, do you feel the school has a responsibility to help him find one?	Yes (63%)	No (37%)
7.	Do you think schools should teach students how to find other jobs, fill out job applicatons, or conduct themselves in a job interview?	Yes (94%)	No (6%)
8.	Do you think vocational training is as important as preparing students for college?	Yes (86%)	No (14%)
9.	Would you be interested in being invited to school to hear more about the program?	Yes (75%)	No (25%)
10.	Do you think that schools provide students with enough guidance in the area of career planning?	Yes (39%)	No (61%)

APPENDIX IX

CULMINATING CONFERENCE EVALUATION

CULMINATING CONFERENCE ON CAREER EDUCATION

REGION XII

January 29, 1974

Introduction

The purposes of the Career Education Conference were twofold: first to recognize and share among the school people of Region XII the cream of our efforts in Career Education during the first year and second to articulate our work to persons outside the Region, primarily, in the State Department of Education, Frankfort, Kentucky. The Regional Career Education staff and the local Career Education Coordinators formulated the agenda and presented it to the Board of the Kentucky Valley Educational Cooperative to approve the Conference.

Description of the Conference

The Conference was held in the Hazard Community College. All Superintendents and Directors of local educational agencies, Principals, Guidance Counselors, and selected teachers were asked to attend the Conference. In addition, invitations went out to the State Department of Education, Frankfort, Kentucky, and to other Career Education project personnel in the State of Kentucky. Altogether, there were 30 guests present at the Conference from outside the Region. In addition, there were 220 school personnel from within the Region for a total of 250.

The Conference consisted of various sections. First, the Superintendents and Directors spoke concerning the impact and highlights of the Career Education program within their respective local educational agencies. Second, three demonstrations by teachers and students occurred simultaneously: one at the elementary level; one at the junior high level; and one at the senior high level. Third, each of the local educational agencies had been invited to display some of their work in Career Education in the past year. Time was set aside for participants to view these displays. Fourth, there were three speakers in the afternoon: Mr. Conley Manning representing the Bureau of Instruction, State Department of Education, Frankfort, Kentucky; Dr. Floyd L. McKinney representing the Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky, and Ernest G. Bentley representing the Beth-Elkhorn Corporation, Jenkins, Kentucky. And fifth Dr. Owen Collins spoke concerning plans for the second year, exerpting from the second year proposal the objectives for each component and a calendar of selected events.

Finally, a brief evaluation instrument was administered to the participants. The instrument used with the mean for each item follows immediately. The means are calculated on a scale from one to five, assuming five is the most favorable.

Following the instrument is the complete "package" of the conference.

REGION XII

CAREER EDUCATION CONFERENCE

January 29, 1974

EVALUATIONS

NOTE: Your responses to the following statements will assist the Career Education staff in planning future Career Education conferences and workshops. If, for some reason, you feel that you cannot adequately rate your feelings by the rating responses, please add comments immediately following the statement. The following abbreviations and phrases are to be used for rating each item.

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

		(Circle One)				(Mean)
1. The organization of the workshop provided an interesting mixture of topics and presentations.	SA	A	U	SD	D	4.5
2. The conference was effectively planned to recognize excellence of teaching Career Education and share this excellence with others.	SA	A	U	SD	D	4.4
3. The Demonstrations were consistant with the goals of the conference.	SA	A	U	SD	D	4.5
4. The Demonstrations provided information and techniques for fusing Career Education with subject areas.	SA	A	U	SD	D	4.4
5. Region XII Career Education activities were evidenced through the total conference.	SA	A	U	SD	D	4.3
6. The exhibits for the various school systems provided ideas that I can use in Career Education activities.	SA	A	U	SD	D	4.6
7. The Career Education units displayed provided sufficient background for structuring a Career Education unit that I can use.	SA	A	U	SD	D	4.3

Please provide suggestions for improvement of future conferences.

KENTUCKY VALLEY
EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM

CAREER EDUCATION CONFERENCE

HAZARD COMMUNITY COLLEGE
Hazard, Kentucky
January 29, 1974

REGION XII

CONFERENCE ON CAREER EDUCATION

HAZARD COMMUNITY COLLEGE

January 29, 1974

9:00 . . . . . .REGISTRATION AND REFRESHMENTS

9:30 . . . . . .RECOGNITION OF GUESTS . . . . . Elwood Cornett

9:40 . . . . . .IMPACT AND HIGHLIGHTS OF CAREER EDUCATION DURING THE PAST YEAR IN MY SCHOOL SYSTEM . . Superintendents and Directors
Elwood Cornett, Moderator

Breathitt
Hazard
Hazard Area Vocational School
Hazard Community College
Jackson
Jenkins
Knott
Lee

10:20 . . . . . BREAK

10:30 . . . . . .

Leslie
Letcher
Owsley
Perry
Wolfe

10:55 . . . . . ORIENTATION TO EXHIBITS . . . . . Gordon Cook

11:00 . . . . . ORIENTATION TO DEMONSTRATIONS . . . Randolph Wicker

11:05 . . . . . ATTEND FIRST DEMONSTRATION

11:35 . . . . . ATTEND SECOND DEMONSTRATION

12:05 . . . . . LUNCH

12:50 . . . . . VIEW EXHIBITS OF EACH LOCAL EDUCATIONAL AGENCY

1:15. . . . . COMMENTS . . . . . .Ernest G. Bentley
Training Coordinator
for Beth-Elkhorn
Corporation
Elkhorn Division
Jenkins, Kentucky

1:30 . . . . . COMMENTS . . . . . Conley Manning
Director,
Division of Program
Development,
Bureau of Instruction,
Frankfort, Kentucky

1:45 . . . . . COMMENTS . . . . . Dr. Floyd L. McKinney,
Director, Division of
Vocational Program
Supporting Services,
Frankfort, Kentucky

2:00 . . . . . THE YEAR AHEAD . . . . . Owen Collins

2:30 . . . . . ADJOURN

CAREER EDUCATION

REGION XII SUPERINTENDENTS

DIRECTORS AND COORDINATORS

BREATHITT COUNTY
Mr. Eugene Sebastian, Superintendent
Mr. Roland Sebastian, Coordinator

HAZARD AREA VOCATIONAL SCHOOL
Mr. Walter Prater, Director
Mr. Charles Wilson, Coordinator

HAZARD COMMUNITY COLLEGE
Dr. Marvin Jolly, Director
Dr. Ken Hollaway, Coordinator

HAZARD INDEPENDENT
Mr. James Caudill, Superintendent
Mrs. Opal Eversole, Coordinator

JACKSON INDEPENDENT
Mr. Johnny R. Herald, Superintendent
Mr. Seldon Short, Coordinator

JENKINS INDEPENDENT
Mr. Henry Ed Wright, Superintendent
Mrs. Margaret Lewis, Coordinator

KNOTT COUNTY
Mr. Morton Combs, Superintendent
Mr. Enoch Combs, Coordinator
Mrs. Bethyl Ritchie, Coordinator
Mrs. Juanita Singleton, Coordinator

LEE COUNTY
Mr. Sedley Stewart, Superintendent
Mrs. Lillie Kincaid, Coordinator

LESLIE COUNTY
Mrs. Martha Lovett, Superintendent
Mr. Hayes Lewis, Coordinator

LETCHER COUNTY
Mr. Kendall Boggs, Superintendent
Mr. Beckham Caudill, Coordinator

OWSLEY COUNTY
Mr. Fred Gabbard, Superintendent
Mrs. Martha Turner, Coordinator

PERRY COUNTY
Mr. Alex Eversole, Superintendent
Mr. John Campbell, Coordinator

WOLFE COUNTY
Mr. Frank Rose, Superintendent
Mrs. Mary May, Coordinator

FACTS CONCERNING CAREER EDUCATION

REGION 12

FEBRUARY 1, 1973 - FEBRUARY 1, 1974

1. 1,205 units were taught by 755 different teachers.
2. These units reached 20,689 different school children.
3. An additional 347 teachers, over and above those who were in the Career Education Workshops, were involved by the leadership of local Educational Agencies in teaching Career Education units.
4. A total 93,673 hours were expended by the local Educational Agencies in behalf of Career Education.
5. 1,287 resource persons were in the classrooms in Region 12 and 388 field trips were made in behalf of Career Education.
6. There were 94 school advisory meetings dealing with Career Education.
7. There were 27 floats in parades depicting the theme of Career Education.
8. There were 290 local newspaper articles and pictures concerning Career Education.

ELEMENTARY LEVEL (1 THROUGH 6)

DEMONSTRATION RESUME

Teacher: Mrs. Diana Preston
Students: 5th Grade
Jenkins Independent School Districts

Mrs. Preston lives at Whitesburg, Kentucky. She is married to Bruce Preston. She received her BS Degree from Pikeville College and has training also at Eastern. She is presently pursuing her MS Degree. Mrs. Preston has four years teaching experience. Two of these years have been in Grade 1 through 6 Remedial Reading. The other two years of experience have been in the Intermediate grades.

Demonstration:

In the demonstration you will see interesting and exciting classroom situations as Career Education is integrated into the subject areas at the 5th grade level. You will view and hear discussed a unit that brings alive the various disciplines. Mrs. Preston will give an overview of the total unit, planning activities and student reactions to the learning processes. The students will be demonstrating the various individual roles in a restaurant operation as well as providing discussion on activities done through the unit. The demonstration will climax with a skit that portrays a real life situation.

JUNIOR HIGH LEVEL (7 THROUGH 9)

DEMONSTRATION RESUME

Teacher: Russell Duff
Students: Junior High
School: Owsley County High School

Mr. Duff lives at Ricetown, Kentucky. He is married to Shirley Helton Duff. They have two children, Eddie age 15, and Angela age 10. Mr. Duff has a BS Degree from Eastern Kentucky University with a major in Science. He has an additional 5th year program from Morehead State University. Mr. Duff has taught at Owsley County High School for 18 years in both Junior and Senior High School. Mr. Duff initiated a Junior High Industrial Arts Program, funded by Title III ESEA and Title I ESEA. Through this program he has gained State-wide recognition.

Mr. Duff has served as a "In-School" N.Y.C. Counselor and "Out-of-School" N.Y.C. teacher. Mr. Duff has taught adult education classes for the Work Experience and Training Program. He is also active in church and community affairs.

Demonstration:

In the demonstration you will hear discussed, by both the teacher and students, the total operation of a classroom factory. You will see how vividly mathematics and career education can be integrated. You will view a complete assembly line for the production of a practical saleable item. Children will explain the importance of their role at their respective stations. Students will discuss the skills needed in mathematics and careers to fit their jobs. You will see the effects of an industrious class as they improvise to meet their needs, gain experience and produce a desirable product.

HIGH SCHOOL LEVEL (10 THROUGH 14)

DEMONSTRATION RESUME

Teacher: Elise Patrick
Students: 11 through 12
School: Lee County High School
Subject: Art

Mrs. Patrick lives at Booneville, Kentucky. Her husband is a Vocational Agriculture Instructor. Elise received her BS Degree from Eastern and her MA Degree from the University of Kentucky. She presently has 30 hours beyond the Masters from Eastern and the University of Kentucky. Elise has 25 years of teaching experience; this being acquired from one room schools to the present high school at Lee County. She has taught in all grade levels from one through twelve plus some additional teaching at the college level. She is the present treasurer of the KAEA (Kentucky Art Education Association). She is presently teaching art at the Lee County High School.

Teacher: Jonas Hollon
Students: 9 through 12
School: Lee County High School
Subject: English and Journalism

Mr. Hollon is married to Maxie Newman Hollon, who is a second grade teacher. They live at Beattyville, Kentucky. Mr. Hollon has two BA Degrees from Eastern Kentucky University and has 23 years of teaching experience, four of these years were in a one room school. He has taught at St. Helen's Elementary and was head-teacher at Rocky Point Elementary School near Wilmington, North Carolina. He began his high school instruction at McDowell High School in Floyd County, Kentucky. He has been teaching at Lee County High School since 1958.

Demonstration:

The participants in this demonstration will see two teachers in a team teaching situation. English, Journalism and Art are combined into a unit of work called "Communications". A variety of projects will be in progress illustrating a typical class period in the school. The students will relate their individual job roles in their projects. The teachers will give an overview of the total project. The participants will be able to realize that students' needs are being met, saleable skills acquired and that the classroom is not drudgery. The skills of Communications through various media will be fully realized at the conclusion of this demonstration.